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ABSTRACT

This methods guide is intended to assist elementary school guidance workers in implementing a comprehensive career guidance program. Three major areas are considered. First, the life career development perspective is examined as a framework for organizing guidance objectives and practices so that there is a developmental, integrative conceptualization. Also included are descriptions of the following processes which can be utilized in reaching some of these guidance objectives: teacher developed activities, media packages, and experiential career education (Career Education); models and methods, moral reasoning, and expanding experiences (Values Education); media programs and group processes (Human Relations Education). In the second section, the psychological education movement is surveyed to provide some basic principles for new and intensive personal development goals. Four facets of psychological education are examined: communications training; understanding behavior; behavior change; and achievement motivation and responsible assertiveness. Finally, in section three, program components are presented to aid in establishing comprehensive career guidance within the mainstream of the elementary school curriculum. Included is a list of goals and developmental objectives organized by grade level (K-6) under the following domains: interpersonal effectiveness; work and life skills; and life career planning. (This comprehensive career guidance model was developed by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for a final report of this project.) (BM)

K-6 Career Methods Guide

Comprehensive Career Guidance

CE 018 137

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METHODS GUIDE

Elementary School Career Guidance

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ELEMENTARY SCHOOL

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Introduction

The METHODS GUIDE is intended to be an aid to guidance workers in the elementary school as they endeavor to implement a comprehensive career guidance program. Elementary school teachers, counselors, and specialists have employed guidance techniques for some time, especially the last decade. It is *not* the intent of the METHODS GUIDE to start at the bottom line of guidance practices in the elementary school. Rather, the purpose of the METHODS GUIDE is to provide knowledge about exemplary career guidance processes that will lead to an extension of basic guidance programs so that an elementary school can have a comprehensive guidance program.

With this purpose in mind, three major areas are considered. First, the life career development perspective is examined as a framework for organizing guidance objectives and practices so that there is a developmental integrative conceptualization. Secondly, the psychological education movement is surveyed to provide some basic principles for new and intensive personal development goals. Finally, some program development components are presented to aid in establishing comprehensive career guidance within the mainstream of the elementary school curriculum.

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Part I

Life Career Development

A New Direction for Guidance

During the last three decades, society has witnessed dramatic, ever-increasing changes in organizational structures and institutional values. Burgeoning technology has accelerated the rate of change to the point where an individual's relationships with other people and things are less and less enduring. Urbanization, population mobility, and emerging groups and movements seeking recognition have produced extensive psychological, sociological and economic disruptions. People express feelings of alienation, loneliness and despair. They are overwhelmed by the complexity of the ever-changing world of work and occupational specialization, and they are participants in a society whose products are either planned for obsolescence or packaged in throw-away containers. The whole society is characterized by impermanence. Note the following:

* Each individual, on an average, will move 14 times in a lifetime. How do people on the move establish roots?

* Work patterns are shifting. It is estimated there are 18 million moonlighters. In a few years about a quarter of the workers will be on night shifts by choice, and the trend is for more flexibility in the work force some time in their lifetime. How can families maintain the quality of their nurturing role?

* Children spend less time at home, although the family still holds financial and moral responsibilities for them. Soon half of all children under six will go to day care or pre-school centers. Equally important, will these centers be planned to help children develop, rather than be "temporary containers for children away from home?" Will children identify with their own families?

* Lifestyles are changing. Among young couples, the divorce rate exceeds 50% and the separation rate is even higher for couples living without traditional marriage. How can individuals be

encouraged to develop a sense of identity within each changing environment?

* There are more than 20 million Americans over 65 years of age. In a few years, the retirement age will be closer to 55 years. It's estimated that there will be two million older people in institutions by the year 2000. How can homes for senior citizens be improved so they will enjoy living?

JCPenny FORUM, 1974, p. 24

The events and social forces that have affected the dramatic altering and restructuring of society have often disrupted and seriously challenged the institutions that have traditionally served as societal and cultural foundations. One such institution, the educational system, has responded with admirable success.

Whether called upon to develop scientists, provide equal education for all or prepare youth and adults for a participating and contributing role in a complex and highly mobile technological society, the education system has responded with significant achievements. However, these successes and achievements have resulted in widespread dissatisfaction and frustration rather than approval and support; many achievements have only served to generate higher levels of expectations. For education, the consequences of success have been demands for greater and faster improvements, and more responsibilities and services.

Guidance became an important part of the expanded educational system, and guidance programs assumed a prominent role in the educational processes during this period. Although present to some extent throughout the history of public education, guidance flourished during the late '50's and early '60's. This growth typically occurred in response to an identified societal or institutional need, i.e., a need for scientists and technicians, a need for more efficient utilization of manpower, a need to personalize the socialization process, a need to combat drug abuse and a need for students to acquire employment skills.

To meet these needs, professional educators, representing federal and state department personnel, college and university professors, and local school administrators, set out to identify the goals, develop guidance programs and train guidance specialists to administer the program and provide the services. While this procedure afforded an adequate starting place, it excluded the student--the direct consumer of the program--from contributing to the development of the goals. Guidance consequently became a collection of services typically administered by counselors, and services and related guidance processes had to be modified or expanded to accommodate each newly identified problem or crisis.

Guidance produced results during this period, and the gap between society's expectations and the educational socialization process was appreciably reduced. Literacy improved, talent was identified and encouraged, scientists and mathematicians emerged and more youth with more skills sought post high school preparation. An unfortunate consequence of the program thrusts of this period was the disproportionate emphasis on higher education as an essential step in pursuit of career goals. At the same time, and to their credit, guidance workers persistently tempered the society-serving demands of government agencies and funding with a continued focus on the individual, his or her needs, rights and responsibilities.

An inherent danger of many of the educational thrusts of the post-war years was the possible loss of respect for individuals, their needs and choices. The counselors became identified with the role of protecting and promoting the humanistic goals of the individual and one's rights to self-knowledge and self-determination. And the primary process of the counselor became the one-to-one counseling relationship.

Guidance was attempting to be all things to all people and consequently sought to achieve too many vaguely defined, all-encompassing goals. Counselors were protecting the needs of individuals, striving for the accomplishment of such goals as the self-actualization and optimal development of all children, responding to each new crisis with an addition or modification of their program, and attempting to accomplish all this primarily through a one-to-one counseling process for 400 or more students.

The social conditions of the late '60's and early '70's presented new demands and expectations, and education and guidance were again responsive. However, the strategies of the '50's and '60's which had been at least moderately effective were no longer sufficient to meet the needs. New strategies were necessary, and redefinition of role and function became the focus of the profession. More students needed help, and the one-to-one counseling was not far-reaching enough to provide the assistance necessary. Thus, the trend was toward group guidance and counseling, indirect strategies such as consultation with teachers and parents and the development of materials and activities for classroom use.

Need for Career Guidance

Despite the efforts of guidance personnel in redefining roles and in utilizing new strategies, sufficient evidence has emerged to indicate that the needs of students in several areas of personal development are not being met. In particular, the life career development needs of students have often been neglected in guidance programs which have focused on such reactive processes as personal crisis-oriented counseling and indirect processes such as scheduling classes. Several national and state surveys of students have shown that counselors and other educational personnel are not communicating well enough with students to make much difference in their career planning and preparation. The American College Testing Program (Prediger, et. al., 1973) reported that half of the students polled in a national survey indicated that they had received little or no help with their career planning, and that 75 percent of the students felt that career planning was most important and wanted help.

As a part of their need for career planning students should receive help in developing decision-making skills. Confronted with increasing choices in such roles as student, citizen, consumer and worker, they need to be skillful in obtaining and evaluating information and resources to make informed decisions.

Value systems are no longer as constant or stable as when passed along intact from one generation to the next in earlier times. The changing and pluralistic society has contributed to a "value crisis" for young people. Increasingly, individuals are left to their own resources to find the values that direct and give meaning to their lives. "Who am I?", and "What do I want to do with my life?", are crucial questions for which they are seeking answers.

Students have a need for expanding their "experiential" awareness of the working world. Segregated from purposeful and active work roles as they spend an increasing amount of time in the formal educational structure, students have too few opportunities to either understand the characteristics of work and workers or to develop effective work habits. Familiarity with their parents' and neighbors' jobs is difficult in today's complex working institutions and bureaucracies.

Changing Perspectives of Career Guidance

In the mid and late '60's evidence accumulated that suggested guidance programs and services available to students were in some ways less than adequate. Particularly noticeable was the lack of systematic efforts to meet life career development needs. The heritage of the guidance profession was firmly rooted in the vocational guidance movement which emerged in the early part of this century. The focus of early vocational guidance processes was on providing individuals with assistance in making vocational choices. A counselor met with an individual to help him analyze himself, explore and analyze occupational information, and to make a one-time vocational choice which represented the best fit of the two sets of information. Thus, the emphasis was on a single occupational choice throughout the early years of guidance, a view which served as the foundation and conceptual model for the work of the majority of counselors. As more and more was learned in the areas of labor market information analysis and psychological measurement the model was refined and improved. However, this view of vocational guidance gradually lost its prominence as more recognition was given "to the importance of personality dynamics in vocational choice and adjustment, coupled with a rising interest in psychotherapy (Miller, 1973)." Also, the profession moved from the static conception of a one-time vocational choice to a more developmental view which emphasized the need for planned interventions throughout a person's life in all areas of development. As the two influences of personality dynamics and developmental concepts merged, school counselors began to focus less on students' vocational concerns and more on personal-social problems and educational planning. Guidance processes were developed to facilitate student growth and development in these areas. However, the acceptance of this view of guidance as serving the needs of students in three separate areas--vocational, educational, and personal-social--led to fragmentation and overspecialization. Vocational counselors assumed responsibilities for working with the vocational problems of students, educational counselors focused on personal problems, usually of an immediate or crisis nature. As various school and community pressures shifted so too did the priorities of the guidance staff.

The Life Career Development Perspective

A new developmental perspective of students' needs has emerged to cause the guidance profession to re-evaluate the usefulness of viewing needs as if they exist independent from each other. The new perspective indicated that in a person's total development all needs are interrelated and interdependent.

To represent this broad view of human growth and development, Gysbers and Moore (1973) used the term life career development. The word life indicates that the focus is first and foremost on people, on all aspects of their growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement (Figure 1). The word development is used to show that people are continually changing over their lifetime. When used in sequence, the words life career development bring these separate meanings together, but at the same time, they mean more than these words put together in sequence. Taken collectively, they describe whole persons--unique persons with their own lifestyles. Life career development is defined as self development over the life span through the integration of the roles, settings, and events of a person's total life.

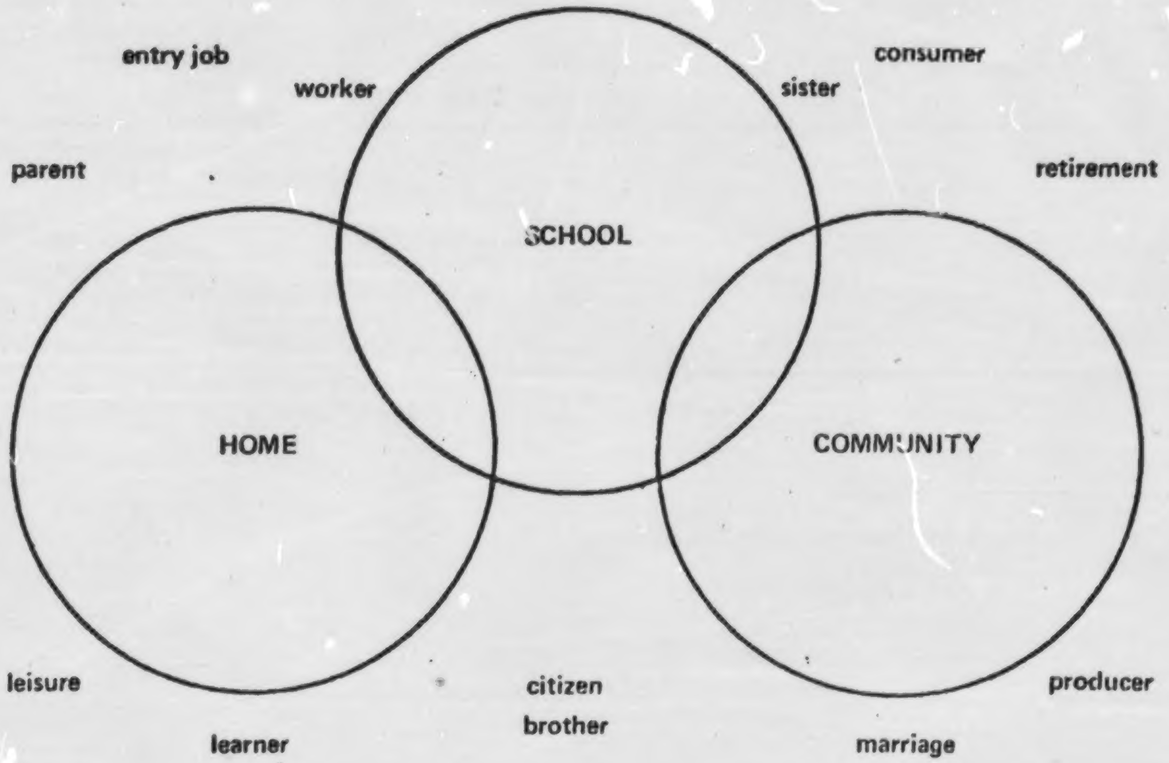
This new conception of guidance bases its rationale and processes on a developmental perspective of student needs. A life career development perspective offers the view that students' needs are integrated in the context of total human development. A life career development model represents a natural step in the evolution of the guidance profession because it utilizes a view of student needs as a foundation for designing developmental guidance programs.

Life career development concepts also can serve as the body of knowledge from which the content of comprehensive guidance programs can be derived. Life career development is a total environment concept that will not only embrace all of the academic subjects but also include preparation for all phases of an individual's life.

FIGURE 1

Life Career Development

Settings—Roles—Events


entry job
worker
consumer
sister
parent
retirement
SCHOOL
HOME
COMMUNITY
leisure
citizen
producer
brother
learner
marriage

Career Guidance in Georgia, 1976, p. 8.

Comprehensive Career Guidance Programs

The concept of life career development offers a new point of departure for improving and extending comprehensive career guidance programs. Career guidance helps the individual understand oneself and relate to other people. The concept of life career development is not complete if it involves only the academic and envrionmental components but omits the study of interpersonal and intrapersonal relationships. Career guidance focuses on the life span of individuals. It brings together the past, present and future. Because educating only for today would not give a student a suitable background for one's life, school programs must consider lifestyles of the future. A life career development framework allows schools to organize educational experiences that are concerned with meeting the personal needs of today and tomorrow.

Career guidance should be competency-based education. Skills that the students will learn are those that others will expect them to possess. Included in with the acquisition of these necessary skills will be an understanding of why these skills are important. Each student will have mastered the competencies required by society. As a result, the individual will appear more competent to others and will feel more competent to oneself.

Comprehensive career guidance is open and continuous education. Educational personnel at every level--primary, secondary, and beyond--should integrate life skills into the curriculum for all students, not just special groups. Career guidance is developmental; therefore, awareness, exploration, and preparation for life, occur throughout the entire formal school program--kindergarten through grade twelve. Life career development does not end at grade twelve, however. Entering the work world in a specialized job, a technical job, or as a professional does not end a person's educational needs. At anytime one chooses, he or she can return to the educational system to improve one's life development. Examples of postsecondary career development may include increasing occupational skills or may focus on leisure activities, daily living skills or interpersonal skills. Because of changing interests, ideals and values, man develops new needs. There are no better opportunities to help an individual explore and develop new skills to meet these new needs than with approaches such as career guidance offers.

Career guidance involves education for planning and decision making. It is exposure to all of life; learning to know oneself--what interests, aptitudes and abilities he or she possesses; learning to understand and identify with other people. The central focus of career guidance is to learn to select attainable goals, challenge oneself, chart procedures and plans, and make decisions along the way to achieving one's goals.

Career guidance is a means of personalizing education, bringing together all that youth should learn in order to live a happy, meaningful, useful and productive life. Education is brought to the individual student instead of the students being brought to education. When this is done, education becomes a personal experience rather than just another group activity. The major goal of career guidance is individual comprehension and employment of purposeful action. A student is not merely one in a group of students forced into the same mold. With career guidance, the education one completes is his or hers alone--it's personalized. The individual student is better prepared to make choices. The choices will not be uneducated guesses because the choices will be made after instruction in decision making. Once the individual has acquired the ability to make wise choices, one's life becomes his or her own.

Using life career development concepts as a base, person-centered goals and objectives can be identified and programs can be developed and implemented so that guidance becomes a major educational program. Finally and most importantly, guidance programs based on life career development concepts provide a unified approach to meeting the guidance needs of all people, of all ages, at all educational levels.

The Life Career Development Model

The life career development model (Figure 2) focuses on self development as effected through three basic interrelated domains--interpersonal effectiveness, work and life skills and life career planning (Dagley and Hartley, 1976). An underlying assumption of the model is that self development is a function of a person's interaction with others in various life roles, settings and events. The basic domains are designed

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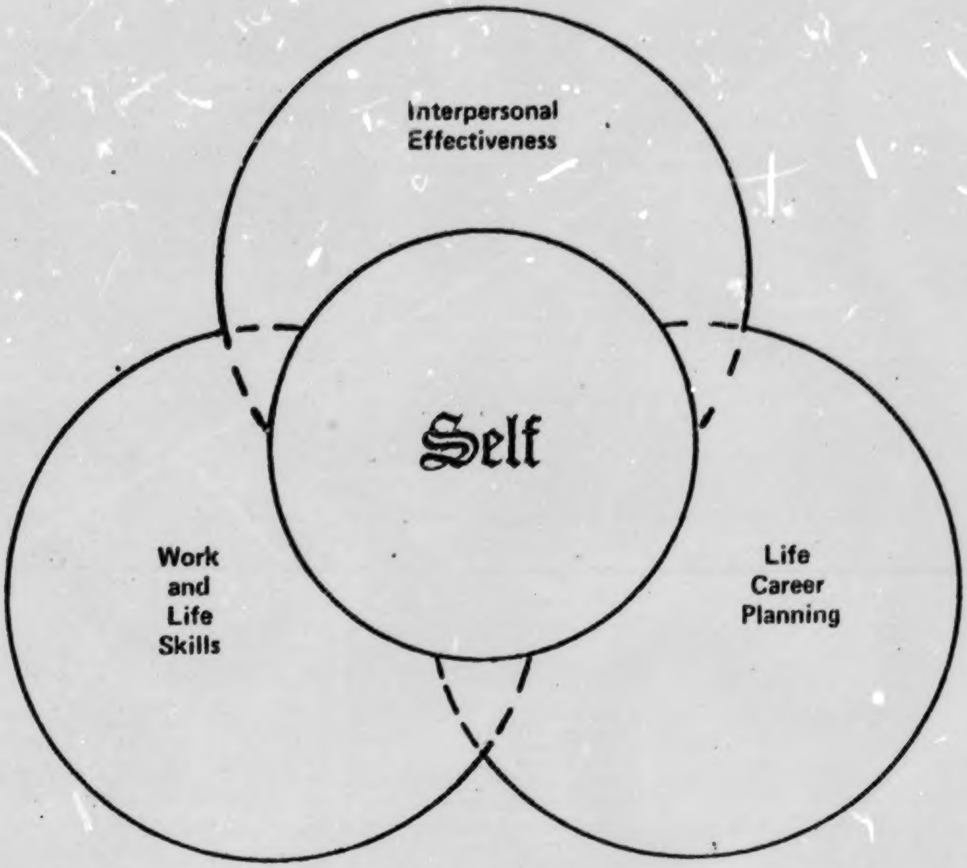
FIGURE 2

Life Career Development Model


Interpersonal Effectiveness
Self
Work and Life Skills
Life Career Planning

Career Guidance in Georgia, 1976, p. 10.

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as representative of identifiable needs and desired outcomes and should not be considered exhaustive. The purpose of identifying such domains is to provide a functional focus for the planning of developmental career guidance strategies.

Interpersonal Effectiveness

Self understanding and attaining interpersonal skills are the major desired outcomes in this student needs domain. A central focus of this area involves the development of positive feelings about self and others. An awareness of one's own characteristics of others and of the environment contributes to feelings of confidence and acceptance, outcomes which can be achieved through value development and clarification activities.

The changing nature of our society underscores the importance of students' achievement of goals in this domain. As human interaction and interdependence increase, individuals need to improve their abilities to relate with others on both individual and group basds. To be able to develop and maintain meaningful relationships with others adds greatly to mental and physical health. Moreover, humanistic work and living conditions can be created or maintained through the development of cooperative attitudes and work habits.

Cooperation, involvement, commitment and the acceptance of responsibility are other important personal characteristics considered in this domain. The following represent student goals associated with this domain:

* recognizing that behavior toward others affects others' behavior
* understanding the process of making and keeping friendhships
* becoming aware of the various methods of expressing opinions and beliefs
* identifying socially acceptable behaviors occurring in a group situation
* becoming aware of the effects of competitiveness and cooperativeness with both peers and adults.
* learning the value and process of establishing an effective relationship with family members
* learning how to achieve feelings of worthwhileness
* learning how to exercise some control over oneself and one's environment
* understanding the uniqueness of personal characteristics and abilities that may change from time to time.

Work and Life Skills

Work and Life Skills should focus on the knowledge, attitudes and skills emphasized in social studies, mathematics, vocational education, fine arts, language arts, health education and consumer education. Preparation for a full and responsible participation in life is the primary desired outcome for students. While a technological working world requires entry-level occupational skills of a specialized nature, shifting trends of employment require preparation for a wide variety of jobs. A comprehensive career education program based on life career development concepts and principles can serve both of these needs. An emphasis on job/educational placement is also incorporated into the program of activities outlined in this domain.

A central focus of this domain is on the students' development of an experiential awareness of the psychological, sociological and economical dimensions of work as related to personal life career plans. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of education, work and leisure. The economic component refers to such considerations of occupational choice as amount of pay, number of hours, fringe benefits and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from education, work and leisure and the internal factors which affect this satisfaction. The following represent student goals associated with this domain:

* identifying consumer skills that are used in daily living
* becoming aware of the relevancy of subject matter and other school experiences to community, home, leisure, and occupational settings
* recognizing the importance of people depending on each other to perform certain tasks
* appreciating the importance of personal rewards that come from a task well done
* appreciating that tasks have a purpose and that steps are

followed in completing a task

- learning how to recognize personal characteristics that are related to job fields
- distinguishing between work and leisure time activities
- giving due respect to others for their work and the contributions they make regardless of its nature
- becoming aware that all people perform some type of work
- becoming aware that work roles may change during one's career
- understanding that there are job families and one's interests and abilities can relate to several jobs.

Life Career Planning

The development of decision making skills is the primary goal for students in this domain. The complexity of modern society requires a high level of knowledge and skill in making informed and reasonable choices among the many alternatives encountered in daily life. Unprecedented pressures exist for young people to choose among an abundance of educational and occupational options. Responsible participation in community life also demands increasing degrees of knowledge in deciding on important social and political issues.

An uninformed choice is no choice. Students need to learn how to acquire, evaluate and process information needed for decisions in all areas of their lives. Confronted with conflicting values, they also need assistance in developing and clarifying their own behavioral standards and values. A desired outcome is for the student to associate planning to one's future options in life. Personal freedom is influenced by the degree of control an individual has over his environment through confidence in his decision making skills.

Work is an integral part of life, and thus preparation for work deserves major attention. The development of basic life skills also deserves commensurate attention in educational programs. Therefore, this domain also focuses on skill development in areas of the various life roles, settings and events which an individual can expect to encounter. The following areas represent student needs identified in this domain:

- becoming aware how attitudes and values affect decisions, actions and lifestyles
- understanding how one's life is influenced by decisions made by oneself and by others
- becoming aware that there can be alternative decision-making courses, with differing consequences
- recognizing that "planning" leads to more effective performance than does a chance or "trial-and-error" approach to a task
- acquiring effective study and learning skills
- employing listening and speaking skills that allow for involvement in classroom discussions and activities
- evaluating one's ability, progress and methods of improvement in various subject areas
- recognizing how individual abilities aid in accomplishing different tasks
- recognizing that learning occurs in all types of life situations

- appreciating the value of clarifying and expanding one's interests and capabilities.

A comprehensive career guidance program is needed to meet the above needs. A career guidance program should be initiated in the elementary school and extend into other educational levels and settings. The career development goals, objectives and competencies to be developed in an elementary school are suggested in Part III, page 251.

The following section will focus on the processes being used to reach some of the career development objectives in the elementary school.

CAREER EDUCATION

Relating the school and its curriculum to the outside world is a necessary first step in establishing career education in a school system. Instead of talking about the outside world in the abstract, the outside world can be used as a major vehicle for instruction. Teachers can use the career world outside the school as a teaching medium for transmitting basic education knowledge and skills.

The career world can be brought into the school by resource personnel, parents, and the students themselves. Action oriented, learn-by-doing processes should be used. For example, a teacher can use the banking business as one of the career worlds through which a wide variety of basic education objectives can be incorporated. The traditional content area skills and knowledges in this instance are correlated and related to the banking business. The restaurant business, the construction industry, and other work settings can be used in a similar manner.

While a content-oriented teacher may recognize the potential careers as a medium for teaching traditional content knowledge and skills, the career-oriented teacher will appreciate the medium for the opportunities it affords students to develop a personal sense of how to relate present worth to future worth.

Educational Processes and Activities

Elements	Traditional Education	Career Development
Instructional process	Book contained	Experiential centered
Learning activities	Abstract rich/ Action poor	Action-Abstract balance
Content emphasis	Past	Here and now/Future
Reinforcement	Abstracting ability	Doing/ Abstracting abilities
Evaluation	Group norms	Individual performance

Through guided career exploration it is possible for a student to develop an awareness of one's own potential and worthwhileness in the present and thus project this in the future as a participant in a greater world. Through career exploration, the child will have an opportunity to observe what it takes to be a responsible contributor within the adult world.

Exploring career worlds will help students develop a feeling of how adults achieve their place in society. Through career exploration, students can examine the meanings of work and leisure and their relationships to personal life styles. Also, since career exploration is a personal endeavor and not a competitive venture, each student can explore at one's own pace in their own unique fashion and thus be assured of a measure of success.

As Glasser contended in Schools Without Failure, self-worth and willingness to assume responsibility for one's own learning are built on a foundation of encouragement. The student active in career exploration can be reinforced whether or not he or she possesses abstract scholastic skills. This does not imply that basic competencies are not important, but simply that content-oriented group achievement tests are not the only way of providing feedback to students about their self-worth.

As one school superintendent noted, "Perhaps the most important part of Career Development is the humane way it helps each child develop. The poorest reader in third grade might be the best with a hammer, and he will get esteem from his peers." Students with competence in basic education will find that career exploration can be enriching and rewarding and can be pursued without waiting for other students to reach their level.

Many teachers not only determine all instructional goals but also assume total responsibility for seeing to it that students attain minimal content competency. Career development-oriented thinking, however, encourages individual student planning and self-accountability. In one school, teams of students organized a worker visitation unit and made visits to workers in the community. Using recorded interviews of workers talking about their jobs and pictures taken of these workers on the job, they prepared several narrated slide presentations which they shared with other class members and their parents.

Who is responsible for career development programs in the school? The answer is that all members of the school community have a shared responsibility. Parents and employers expect the schools to impart knowledge to students without understanding that the home and community can be a laboratory to help students relate subject content to the outside world.

Career development as a unifying construct in education provides the opportunity for all members of the school community to cooperate and to be responsible. Unfortunately, however, many programs that are now being organized around career development concepts are really traditional education programs in disguise. Typically, such programs emphasize only the world of work in the abstract; students are taught about occupations.

Even when these activities are done in the context of the work world, the emphasis is still teacher centered and product oriented rather than student centered and worker life style oriented. Other programs rely heavily on "commercial publishers who market a fantastic collection of occupational encyclopedias, file cases of job descriptions, films and filmstrips, and more recently slide-tape programs, microfilm systems, and computerized occupational information systems--all under the guise of teaching individuals about the world of work." Such materials unfortunately are seen as ends in themselves.

When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experiences which help him to see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development; each teacher, and indeed each parent and businessman, carries some responsibility.

TEACHER DEVELOPED ACTIVITIES

Incorporating career education concepts into the total school program can be done in many ways. A cohesive program most readily develops when teachers personalize program activities to meet the interests, talents and needs of their own classrooms. The world of work serves as a vehicle to accomodate a great variety of these needs.

Teachers will often be using career education activities developed by others or adapt parts of packaged programs. It is also possible for teachers and specialists to design units and activities of their own. First, this can be done by developing activities around the subject matter being taught. For example, if a sixth grade math unit is focusing on fractions, students can assume the role of carpenters and figure the measurements of the lumber needed for a particular building. Secondly, activities can also be developed around the career education goals and objectives. For example, if the objective is "For the learner to identify five of his or her personal characteristics" this objective can be related to math (measuring height, weight), art (self portrait), or social studies (similarities and differences of people). A third approach is to plan a large unit which centers on and develops from an "idea" and incorporates a wide range of curriculum and career education goals and content. A discussion of this last method follows.

The Organizing Center Approach

Wernick (Project ABLE, 1971) took the idea of an "organizing center" and developed it into a process which uses the world of work as an organizing center for the curriculum of an elementary school. In this system students progress from human forms (adult roles) to abstract knowledge (subject matter). This system creates action, involvement and relevance. The process is illustrated below.

STEPS	EXAMPLES
STEP ONE	
Idea Think of a person, a thing, a place, a skill, an activity, or an idea around which to develop world of people activities.	Restaurant
STEP TWO	
As a group develop a list of all the occupations which are involved	Manager, chef, waiter/waitress, hostess, dishwasher
STEP THREE	
ACCESSIBILITY What materials, resources, services are available to the students to make their learning experiences of each occupation more real?	Manager: manager, school cafeteria restaurant, library materials (filmstrips, tapes, books) Chef: chef, chef's utensils, kitchen, library materials *Two occupations will be selected as instructive examples
STEP FOUR	
MOBILITY What content areas (subjects) and skills emerge from each occupational study?	Manager -mathematics (income, expenditures, tallying costs) -language arts (letter writing,

STEPS	EXAMPLES
	vocabulary, conversational skills) -human relations (customer, employer-employee) -social studies (governmental regulations and requirements) Chef -health (hygiene) -science (chemistry) -mathematics (measurement) -language arts (reading, vocabulary, spelling, abbreviations) -social studies (ethnic customs) -geography
STEP FIVE ACCOMPLISHMENT What performance opportunities are open to the students? In what ways will their learning be demonstrated?	Manager -Roleplay ordering supplies, hiring personnel -Visit a restaurant for lunch -Report on franchising -Interview manager for newspaper article -Report on trade related to holidays, seasons, birthdays -Visit school cafeteria and compare operations with outside restaurant -Interview parents about how they use restaurants and report findings -Construct a model restaurant Chef -Construct model kitchen -Prepare various dishes (mixture, proportions, size of serving portions) -Make a booklet of menus (appearance of foods, serving classifications, order)

STEPS	EXAMPLES
	-Roleplay chef discussing operations of week's business (profit, labor) -Write to chefs schools for information -Report on work in the kitchen as it affects human feelings -Construct bulletin board on duties of kitchen help -Interview parents and other adults for recipes

One idea thus expands and explodes to envelope a myriad of goals and objectives. For additional information about the "Organizing Center" approach, see Teaching for Career Development in the Elementary School (Wernick, 1973).

Competency-Based Activity Writing

Bernhardt (1977) developed guidance activities for the elementary school. These infusible activities were based on career guidance competencies. Each activity develops skills from subject matter curriculum areas and from the Georgia Comprehensive Career Guidance Project list of thirty goals. Thus, the activities are integrated with the basic subject matter skills teachers are currently teaching.

The competency-based activity writing process is outlined on the following page 31. Examples of the activities follow on pages 33 through 39.

STEPS IN COMPETENCY-BASED ACTIVITY WRITING

The following are aspects of competency-based activity writing. These are not to be used in a locked in order, but represent a flowing process.

Look at a specific COMPETENCY.

-Do I need more information?
-If yes, see the
    Dictionary
    Thesaurus
    Journals
    Consultants, e.g. school Counselor

Focus on your STUDENTS
-What is the age range?
-What do they like to do at this age?
-What can they do at this age?
-What can't they do at this age?

Consider the PROCESS possibilities.
-Look at your bank of strategies
-Update your bank of strategies
    Idea books (SPICE, etc.)
    Professional magazines, journals

Consider the ACTION involved in the strategy.
-What activities might be used?
-How might the task directions be worded?

Focus on the BASIC SKILLS involved in the action and process.
-Look at the possible basic skills used.
-Consider the various subject matter concepts covered.

Look at the INFUSION possibilities.
-Consider the completed activity as an introduction, development or follow up to the subject matter skills.

Consider the USEFULNESS of the basic skill.
-How is the basic academic skill used in students' or adults' work, leisure, family member, or citizen roles?
-How is the CCG competency used in students' or adults' work, leisure, family member, or citizen roles.

Look at the MATERIALS/RESOURCES involved.
-What is needed?
-What is available?

Consider the CLASS GROUPINGS.

- How can you give everyone a chance to participate?

Look at the PREPARATION TASKS for organizing and preparing.

- Class groupings
- Materials
- Resources

Consider ADAPTATIONS for

- Fast finishers
- Slow workers

ACTIVITY ONE: I AM IN TOUCH WITH MANY PEOPLE

EDUCATOR'S INFORMATION

Subject Matter Area Math, Art, Language Arts

Class Grouping Whole class

Total Time One or two class periods

Concepts and Vocabulary Circle, relationship, touch, touching, in touch with

Educator's Preparation Tasks Prepare for each student a copy of page 80 of the Resource Section.

Materials/Resources Crayons, pencils

Skills Listening, comprehending, relating information to oneself, drawing, coloring

PROCESS

a. Explain the word *relationship* by talking about *connect* and *connection*. Draw two dots on the chalkboard. Now draw a line segment from one almost to the other. Ask the children if the dots are connected. Have them tell you how to draw the line so that the dots are connected. Use the word *touch*. Yes, now the line is touching the dot. The dots are connected. Tell the students that we are connected to many people, not by lines or safety pins or tape, but by talking. We can say we *are in touch with* many people; we *have relationships with* many people.

b. Distribute copies of I AM IN TOUCH WITH MANY PEOPLE (Resource Section, page 80). This page has six boxes. In the large box each student will draw a picture of himself or herself. In the remaining boxes the students will draw pictures of five other people with whom they *are in touch* or which whom they *have relationships*. Those who are able may add names as well. Tell them that these five names represent only *some* people with whom they have relationships.

c. To process this activity ask students to raise their hands if they have illustrated any of the following relationships:

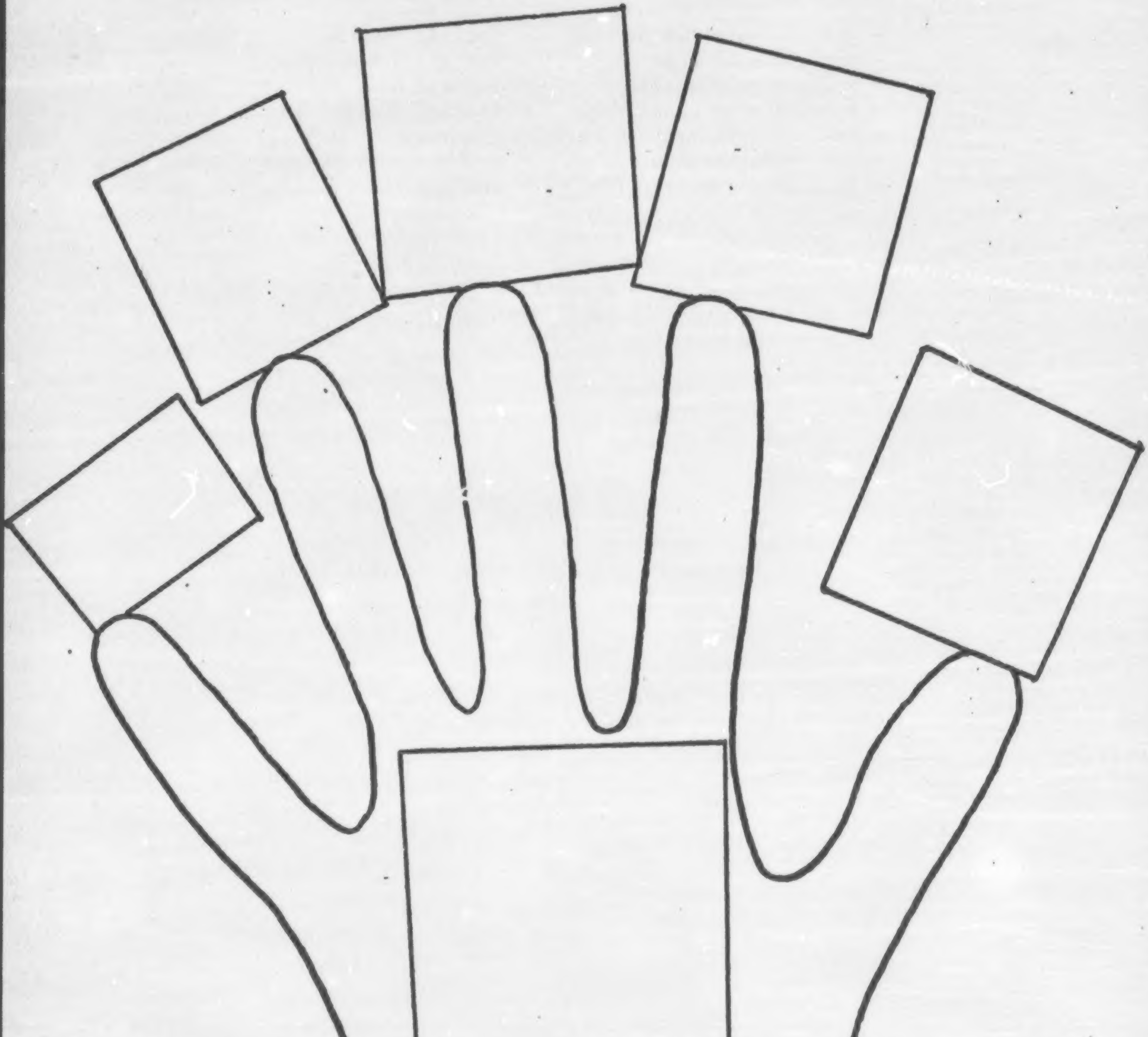
- you and your father
- you and your aunt
- you and your uncle
- you and your grandmother
- you and your grandfather
- you and a teacher
- you and a doctor
- you and your mother
- you and a neighbor
- you and a friend
- you and a classmate
- you and your dentist
- you and your cousin
- you and the principal

Ask if anyone has shown any other relationships.

Post these relationship illustrations in a space which you have captioned "I Am in Touch with Many People".

Suggested for use witn
ACTIVITY ONE

I AM IN TOUCH WITH MANY PEOPLE



ACTIVITY EIGHTEEN: WHAT'S MY LINE

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Small groups of two or three

Total Time Two class periods

Concepts and Vocabulary School, community, interview

Educator's Preparation Tasks Divide the students into small work groups of two or three. Read the Methods guide section on interviewing. Arrange ahead of time for children to interview some school workers - once for this activity and again for activities nineteen and twenty.

Materials/Resources For each group a large piece of poster paper labeled TASKS, pencils, crayons, paints, felt-tipped markers (optional) for each group, magazines, scissors, and paste.

Skills Group work skills, interviewing skills

PROCESS

a. Divide the class into work groups. Assign each group one of the following school workers to interview about their work:

_____ custodian

_____ cook

_____ music teacher

_____ librarian

_____ remedial reading teacher

_____ special education teacher

_____ nurse

_____ principal

_____ student

_____ student teacher

_____ teacher aide

_____ teacher

Ask them to find out the different tasks each one performs. Tell them that they will then illustrate this information on charts. Charts present more than one idea about a single topic. Posters consist of one main idea.

Post the completed charts all around the room.

ACTIVITY TWENTY-ONE: VALUES AND LIFE STYLE

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Small groups

Total Time Two or three class periods

Concepts and Vocabulary Rank order, priority setting, values, important, life style

Educator's Preparation Task Get planning folders and storage and vocabulary sheet

Materials/Resources Crayons, pencils, 8½ x 11 inch drawing paper, 8½ x 11 inch writing paper

Skills Listening, comprehending, projecting themselves into the future, prioritizing

For the remaining activities establish on-going:

a. planning folders.

Before launching this activity, have each student make a Planning Folder. In these they will put all the completed Resource pages they accumulate from these last 10 activities. Consider re-doing some of the activities at a later date. This will enable students to see signs of personal change.

b. vocabulary lists.

Post a blank sheet of newsprint. As you introduce new words and/or concepts, write them on the paper. Let students choose to use them for "bonus" spelling words.

PROCESS

a. Ask students to tear a piece of paper in seven smaller pieces. On each piece they will write one of the following:

   - camper
   - mansion
   - cabin by the lake
   - city apartment
   - house in a city suburb
   - house in a small town
   - mobile home

b. The question is, "Where would you prefer to live?"

   Now ask students to rank order these in a prioricy setting; that is, arrange the strips so their first choice is on top, their second choice is under that, etc.

c. Now arrange students in small groups. Have them take turns explaining their rank order - especially their first and last choices.

d. Now ask them to focus on their first choices. Ask them to imagine themselves in the various homes they have chosen. Ask them to close their eyes and make images in response to the following questions:

   - Where is your home?
   - How is the weather?
   - What do you do for recreation?
   - Do you have other choices?
   - Are you married?
   - Do you live alone?
   - Is it crowded?
   - Can you have privacy?
   - Is this an expensive home?
   - How did you get the home?
   - Is it close to your relatives?
   - Do they come and visit?
   - Where do you work?
   - How far is it from where you live?

   Explain that the way a person lives - life style - is affected by what he or she values - thinks is important. We usually choose what's important to us.

e. Distribute 8½ x 11 drawing paper and have students prepare illustrations captioned, "My Dream House." Have them fold a piece of 8½ x 11 paper in half lengthwise. On the left side they write the caption, "What I Want in My Home." On the other side they will write the caption, "Why It's Important to Me." Ask them to list several features in their dream homes and the reason why they want them. The two papers can be mounted side by side on a 12 x 18 piece of construction paper and displayed.

MEDIA PACKAGES

As the concept of career education has developed and expanded, so has the number and variety of materials to assist in its implementation. The range of objectives, processes and skills employed is wide and varied. Some packaged programs are primarily informational in nature and deal with specific occupational or career clusters. Other programs adopt a more personal approach and relate values, relationships and decision-making to the careers development process. Some programs involve using actual occupational materials or tools and others simulate job experiences. There are programs intended to help students choose occupations specifically suited to them and programs which emphasize general occupational awareness. One factor to keep in mind regarding all of these materials is that they are intended to facilitate meeting the goals of a comprehensive career education program--they are not the program.

Choosing Materials

How, then, does one choose which packaged materials to use? The answer to this question is directly related to the specific classroom. To choose materials which genuinely enhance career enducation in the classroom, teachers must be clear about what career education is in their classroom. The following four-step procedure can assist teachers in choosing materials as needed.

Step 1. Review the career education goals and objectives for your instructional level.

Step 2. Identify what activities or procedures occur in your classroom that meet these goals and objectives.

Step 3. Determine for which goal areas there are insufficient activities or procedures.

Step 4. Review the resources available as listed in the Media In Career Education Handbook (Georgia State Department of Education), or look over brochures describing packaged programs for purchase, and select program materials to supplement the areas identified in Step 3.

A few representative packaged programs have been selected for review in this section. While these program materials are very good, there are many other programs which can be used equally well. The purpose of the review is to provide some indication of the kinds of materials available.

Big Blue Marble - Career Learning Centers

The main emphasis of the Big Blue Marble (Xerox Corporation) series for intermediate grades is to encourage an awareness of the variety of jobs available in the world of work and to stimulate the students to further explore the areas which interest them.

The program consists of a series of ten separate kits, one for each of the occupational clusters defined by the U. S. Office of Education. These include: Agri-Business, Business and Office, Communications, Health, Marketing and Distribution, Marine Sciences, Fine Arts and Humanities, Environmental Control, Transportation, and Construction.

Each kit uses a filmstrip and a recording to assist the students in acquiring basic information about the occupational area. Each kit also includes a set of manipulatives which duplicates articles actually used by workers in that field and allows the students to simulate some work experiences. Questions to answer or problems to solve increases the students' awareness of the skills needed to be a competent worker. These activities particularly enhance their awareness of the relevance of school subjects to career skills. While the program is heavily information-oriented, the open-ended thinking encouraged helps the students examine the values, attitudes and motives important to workers.

Behavioral objectives are clearly stated for each Career Learning Center so that evaluations can be more readily done. In addition, a teacher's guide accompanying each kit explains the ways each teacher can use the materials to his or her best advantage and accomodate the particular needs of his/her classroom.

Career Education Programs

The Compulearn Career Education Program (1972) is designed for levels K-12 and is based on a computer programmed approach to learning. A battery-operated matrix console, with a black and a red probe, is used with program cards to introduce basic ideas about the world of work. At the elementary level, the program includes these specific goals:

1. Introduce 15 career fields, containing over 250 careers and career descriptions, through the program cards, Educator and Student Guides.
2. Introduce symbols that represent the 15 career fields.
3. Define and explore five major job values (motivational factors involved in career choice) and correlate these values with careers in the 15 career fields.
4. Encourage the student to project himself/herself into a variety of career experiences, through the use of role-playing, career interaction games, and self-identification with a fantasy character, Mi.
5. Broaden the student's understanding of and interest in various careers and career activities by using a program of supplemental activities and a career bibliography at the student's level.

While the program requires some skill to correctly use the materials, students can readily learn proper usage with some instruction. The program may have special appeal to students since it is probably quite different from other materials they use on a routine basis.

Some other assets of the program are that the program cards can be used individually by students in a relatively short time and follow up activities can be done individually or in small or large groups. The self-learning approach used in the program means that students are less likely to fear failure and can keep trying various answers until the correct one is selected. There is no recording of number of right or wrong answers or other kinds of formal evaluation. This means that group discussions about the card activity and information, or other types of follow-up procedures, are necessary if the teacher wishes to be assured of the students' comprehension and progress.

The program has an additional strength in the type and sequence of its goals and activities. It begins by dealing with information about the family and the child's relationship to the family, especially in the role of family worker. Interfamily relationships and responsibilities are then expanded to family and the community, environment, and world of work. This expansion of contact and involvement increases as the student's own contact and experiences are likely increasing. This approach allows the students to more readily identify with, and thus integrate, the information obtained through the program.

Widening Occupational Roles Kit

The WORK program, developed by Science Research Associates (1972), is aimed primarily at adolescents; many of the activities, however, are appropriate for the sixth grade level. The major goals of WORK are:

1. to help students understand themselves and, as a result, others;
2. to give the students more information about the world of work in general and about several hundred occupations in particular;
3. to give the students tools for intelligent vocational planning as they mature.

A particularly outstanding feature of this program is the excellent manner in which it relates jobs to people and their skills and interests, to school activities and school subjects, and to each other. The student is encouraged to view the information presented in personal terms, applying the concepts and questions to his or her own interests, needs and abilities. This process emphasizes a broadening of perspectives about careers, and encourages an attitude of acceptance toward all types of jobs as being important and serving a purpose.

Materials and activities include filmstrips, WORK briefs, a WORKSCOPE, Student Record Books, Junior Guidance Series Booklets, a Handbook of Job Facts and a Leader's Guide.

The 340 WORK briefs are especially unique in that they cover in an interesting, person-centered manner the typical activities of a job, educational and training requirements, the psychological aspects of the job, and basic information about earnings, hours, getting started, getting ahead and job outlook. The other elements in the program compliment the information in the WORK briefs, stimulating the students to examine the diverse aspects of themselves and their plans for the future.

The WORK program is designed so that it can be used on an individual or group basis and in a variety of ways. It can be implemented effectively through subject matter, such as English or social studies, or conducted as a separate study in the classroom. The program can also be set up in a special area in the school, such as the guidance room, and made available for students' use as their school time permits.

Bread and Butterflies

Bread and Butterflies (1974) was produced by a consortium of 34 agencies, including state departments of education, Educational Television Networks and Commissions, and local boards of education. Bread and Butterflies is one of the most comprehensive packaged career education programs available. It is designed to meet the career development needs of nine-to-twelve year olds. The complete instructional plan includes fifteen 15-minute color television programs, a comprehensive Curriculum Guide, an in-service teacher's program, an informational program and an Instructional Resource Package which provides materials for in-service training of staff. These elements integrate the cognitive, affective and psychomotor aspects of learning.

The foundation for this program's goals and activities is based on the concept that career development involves student-centered learning, the development of student values and self-concepts, information about the adult world, and relating school to the needs of the students and the outside world. The emphasis is on relevancy, successful experiences, student values and respect for the individual. These concerns are reflected in the program goals described in the Curriculum Guide:

1. Develop a clearer, more positive understanding of self - their interests, abilities, values and interpretations of the events in their lives.
2. Exert greater control over their lives through decision-making and planning.
3. Develop personal and interpersonal skills and attitudes essential to success in school and work.
4. Develop greater respect for other people and the work they do.
5. Develop a clearer concept of successful work behavior - the attitudes, skills, and responsibilities demonstrated by successful people at school and at work.
6. Develop skills necessary to gather, process, and act upon information about self in relation to a constantly changing work environment.
7. Relate their immediate experiences and decisions to their evolving career development.
8. See the connection between school and the real world; understand the relationship between what they learn in school and the problems and activities outside the school.

The Bread and Butterflies program goals are accomplished through the combined use of the television series and the activities and procedures suggested in the Curriculum Guide. It is the program's philosophy that career development, like social and physical development, should be a natural, integral part of the school process. Therefore the program allows for much of the learning to be done in conjunction with subjects already being taught.

The fifteen television films offer brief dramatized versions of key concepts (i.e., planning, decision-making, self-clarification, etc.) The curriculum guide provides suggestions for short-term and long-term activities which relate the concepts to curriculum areas. This multi-faceted approach to instruction creates a highly favorable climate for the students' learning. They are provided with a myriad of opportunities for acquiring, assimilating and applying knowledge and skills about themselves and their world.

Inside/Out. "Inside/Out" is a series of thirty 15-minute color programs designed for eight-to-ten-year-olds by the National Instructional Television Center (1973). A consortium of thirty-three educational television agencies and the Exxon Corporation produced the films and lessons for classroom affective education. The programs deal with day-to-day problems and emotions of children from the children's point of view e.g. competition between brothers and sisters, divorce, child abuse. A guide is available to help teachers. For each program there is a layout of two facing pages. On these two pages appear a synopsis, purpose, things to consider, activities, and special notes.

Interviewing

Interviewing is a process which helps students gather data and analyze them for personal use. Nearly everyone asks questions in order to obtain information, but the adequacy and utility of the response is often diminished due to the poor quality of the questioning. Since information seeking is a key learning tool throughout our lives, it is important that this skill be developed and encouraged.

A wide range of resource persons are available for students to interview in every community. However, teachers should not wait for students to practice interviewing on their own, but should structure interviews into the curriculum. The world of work exploration provides a ready vehicle for the development of interviewing skills. Resource persons can be invited into the classroom or students may conduct on-site interviews. The interviewing may be done by an individual student or a group may share the responsibility. The flexibility and adaptability of the interviewing process is one of its major advantages.

The four fundamental elements that make up the overall process of interviewing are: (1) asking, (2) receiving, (3) reviewing, and (4) responding.

1. Asking comes out of the need or desire to know something. Dis-

cussion of background information stimulates curiosity and awareness of information needs. These information needs can then be composed into specific questions. In developing possible questions to ask, avoid a predominance of questions that are answerable with a nice "yes" or "no". It is also a good technique to begin with broad, general questions and move through the interview to very specific and detailed questions. Include affectively oriented questions as well as factual ones, e.g., "How do you feel about your job?" "What satisfactions does your job give you?"

2. Receiving is an internal process and requires that the interveiwer not only hear what the speaker is saying but also that he or she follow the thought pattern of the speaker. Careful attending to the speaker's words and the meanings implied are necessary in order to progress to the next step in the interviewing process.

3. Reviewing is also an internal process and is the extension of receiving. In reviewing the listener evaluates the information received and determines the relevant aspects and which areas he or she wants to pursue further.

4. Responding to the information received is the fourth step in the interviewing process. A response may be one of restating, clarifying,

or verifying the information. Responding appropriately leads to the acquisition of additional, often more specific, information.

As the understanding of these elements evolve and they are practiced, they will begin to operate simultaneously in the process of interviewing. The fusion of these elements results in a high degree of sophistication in interviewing and greater sensitivity and understanding in the interviewer.

Two further processes occur when an individual considers the body of the information he or she has just received--synthesizing and generalizing. The operation of these processes leads to the consolidation of the knowledge obtained into the individual's ongoing life experiences.

Synthesizing Information. Once the interview is completed the interviewer must internalize the body of information gained. Synthesis, like interviewing, is developmental and the maturity of the interviewer will determine the capacity for synthesis. Relating information gained to information already possessed by the interviewer is one part of synthesis. He or she must determine if and how new information affects old information. Synthesis also includes integration of information in terms of current experiences. Deciding what and how the new information can add to the interviewer's current interests allows immediate use of information. After the pupil has integrated the new information, he or she must apply it to the present situation.

Generalizing Information. After the information gained in an interview has been processed, it must be utilized in relationship to the student's experiences and environment. Not only must they be able to generalize information to themselves but also to others. As new situations arise students must generalize acquired information to meet their needs. The interviewer must relate information gained to his or her personal characteristics and resources. Information gained in an interview might be appropriate for the interviewer but not for another person or it might be appropriate for another but not for the interviewer. It is important for the interviewer to be able to generalize the information gained so that he or she doesn't discard some bit of information which will be personally helpful or which will be helpful in understanding another person. In addition to being able to generalize to other people, it is important for the interviewer to be able to generalize to other situations. This enables the interviewer to understand [illegible]re thoroughly the meaning of the information gained.

Classroom Visits by Resource Persons

It is often more efficient to bring representatives from the world of work into the school than to take students to the work setting itself. While teachers are familiar with this reason for classroom visits, it is not as obvious that another important reason exists for this kind of learning experience. Whenever and wherever career education goals are addressing perceptions workers have of themselves and of work, as opposed to the basic nature of the work task itself, it is desirable to use the classroom rather than the work site as the primary learning environments. In this way the students' attention is more readily focused upon the worker as a person rather than the product of the work. Several types of class visitors can be considered:

1. Members of the working community can be brought in to talk about their jobs and leisure activities.

2. Members of the retired community can be used in classrooms as speakers on careers or satisfying leisure activities.

3. Parents can come into the classroom with the tools of their trade.

4. Members of the community representing alternative lifestyles (communal living, welfare recipients, college graduates working with arts and crafts, etc.) can be brought into the classroom to discuss the satisfactions of that lifestyle.

5. Members of the teaching staff can by surveyed as to other jobs they have held or are holding, and can be used as resources.

6. Political candidates can be brought in to discuss their political platforms and previous occupations.

7. Members of local unions can come into the classroom.

8. Personal managers can visit to discuss hiring procedures. Videotapes can be made of them interviewing applicants. Students can roleplay some techniques.

Inviting parents into your class to discuss their occupations has some special advantages including:

> The spectrum of parental occupations for members of a given class has some relationship to occupation that in fact are most likely to become available to pupils themselves. There is an element of occupational reality here that cannot be ignored.
>
> For the parent to describe his occupation holds positive potential for enhancing feelings of self-worth on the part of both the parent and the child.
>
> It is often easier to make contacts with the world of work through parents than through strangers in the community.
>
> By involving parents in the career education process, parental understanding of and support for that program will likely be enhanced.

Preparations beforehand should be made so that students and visitors alike are aware of what is expected of them and how to effectively use the visit time. This is especially true when the resource person is a parent, so that more direct or potentially embarassing questions such as "How much money do you make?" and "What are your chances for advancement?" can be avoided. While such questions are essential to consider in the total configuration of the child's career development, they are not appropriate when parents are describing their occupations for members of the class. Pre-visit planning might include these details:

1. gather background information
2. list anticipated questions
3. decide how the interview will be recorded
4. identify individual responsibilities

Potential resource persons may feel reluctant to speak to your class because they feel uncertain as to what to say. This anxiety may be alleviated by providing them with a list of questions to use as a guideline for their talk. It is also helpful to tell them about how much time should be given to the actual presentation and how much time reserved for students to ask questions. Following is a list of questions that could be given to speakers:

1. What special interest or skills do you need for your job?
2. What other occupations can you do with your knowledge and training?
3. What ways can I get this job--training, college or experience?
4. What type of person do you have to be in order to like and be successful at your job?

5. What are all the different jobs you've had and which have led to the one you have now?

6. Do you think that your mistakes have helped you make better decisions?

7. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?

8. What school subjects do you use in your work and how?

9. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?

10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?

11. Are your hobbies alike or different from your job?

12. Why is this job important to you? What satisfaction do you get? Do you know of any common factors a person should possess to be successful in the world of work?

You may also want to encourage speakers to come attired as they would be for a usual work day and when possible bring tools, equipment, or work samples. Explain that this increases students' understanding of their work role and stimulates questioning.

Field Trips

Exploring the world of work through field trips increases the relevance of the world to students and makes valuable contributions to the goals of career education in the elementary school. Field trips have been a traditional activity for school students for many years, but it is only recently that the real potential for this activity has come to be realized.

A field trip becomes a worthwhile learning experience when it is well planned and has well defined purposes and objectives.

There are four major considerations which contribute to a successful field trip experience.

1. Know the Exact Purpose of the Field Trip. While a variety of objectives can be met, the most successful class trips are those which define a limited set of clearly understood objectives. Some examples of possible objectives include:

    Acquainting students with the general nature of occupational structure in the specific time and space dimensions of their own communities.

    Demonstrating how essential the various kinds of work is to economic or human progress.

    Demonstrating the ways in which different kinds of work provide a useful set of personal and societal benefits.

    Helping students see how workers in various occupations make use of the basic academic skills taught in elementary school.

    Helping students understand the need for cooperation and teamwork in the production of goods and services.

    Helping students see and understand that different kinds of skills and expertise are required for different kinds of work.

    Helping students understand why both "bosses" and "employees" are essential in the world of work.

    Helping students see firsthand the variety of settings and environmental conditions in which work is performed.

2. Plan and Coordinate Field Trips in Terms of Objectives, Frequency and Sites. If the same students are involved in repeat trips with identical objectives year after year, it is likely they will become "turned off" and nonreceptive to the experience. Planning should involve the teachers as a group so that the scope and sequence of trips can be proportioned out among the grade levels. Over use of a business or industrial site should also be avoided. A field trip usually means some loss in total productivity for the business or industry and negative feelings can be created if the school is not careful to refrain from abusing the privilege of visiting the work site.

3. Make a "Dry Run" Through the Field Trip Prior to Taking the Class. Some important purposes will be served if this is done. The teacher will know in advance what the students will be seeing and what activities are planned for them. Ground rules can be established with the management concerning the length of the visit, procedures to be followed, number of students permitted, and special regulations of their establishment. This personal contact also provides the opportunity to educate the managers and workers regarding the focus of the field trip. People in the world of work are accustomed to students coming in, looking at the product produced, asking a few pertinent questions about

the production process and leaving. However, they are generally unfamiliar with the concept of focusing on the *people* at work and may not have made provision for the space and time for interviewing several workers. Some worksites may not be able to accommodate field trips which focus on the personal involvement of workers. These issues must be discussed with the people involved and some understanding must be reached regarding the expectations and purposes of the visit.

4. Prior to the Trip, Students Should Be Instructed as to Their Behavior and the Real Objective of the Visit. Clear understanding on the students' part as to the objectives of the trip helps assure that those objectives will be successfully met. Students can enhance their own career awareness by entering into the planning of field trips.

While visits by car or bus to community work sites have always been, and will continue to be, important information sources, it is worth while to consider additional alternatives, such as:

> A walking tour of the community. Some business or industries may be the immediate neighborhood or someone may have a business office in their homes.
>
> The school office or library. While students may be acquainted with the location and services of these places, it is not likely that they are knowledgeable about the workers.

Workers around the school building, telephone repair persons, power company workers, milk delivery persons and trash disposal people all provide pupils with the opportunity to observe workers at work.

Family field trips. Children can be encouraged to visit work sites with their families and then report their observations and findings to the class. Students will need some time after they return to the classroom to discuss the visit in terms of the various perceptions they received and what the visit meant to different students. By systematically planning such follow-up activities, the teacher can help correct misimpressions particular students received and, at the same time, reinforce and more effectively maintain the basic concepts surrounding the purpose of the visit.

Pupil Planned Presentations

While pupil presentations have long been a technique used in classrooms, the strong emphasis now in education on student directed research, discovery and learning requires more effective use of this technique. It is important that students have the opportunity to plan and deliver presentations in the various areas of their learnings. This is no less true in the area of world of work exploration. As students individually and in small groups conduct interviews with community workers, visit business and industrial sites and conduct their own research, they will better understand and integrate their observations and findings if they organize them into a presentation. Obviously, other students will also grow in knowledge as this information is shared with them.

Student presentations are most effective when they are accurate, interesting, and well-delivered. Given opportunities to learn, support and encourage, students can learn to give effective presentations. While the students are responsible for the actual planning and implementation of the presentation, teachers continue to have important responsibilities as well. Particularly when students are first developing their skills in this area, they need some instruction on factors to be considered in planning a presentation. They also need the services of the teacher as a consultant to check out ideas and projected plans and to discuss problems that arise. In these ways the teacher facilitates the students' growth and acquisition of skills.

Students should consider these four factors when planning a presentation:

1. Selection of Topic. While almost any topic can be developed into a presentation, a productive choice is one that contributes to individual or group student learning goals. If neither the student planning the presentation nor the intended audience have any informational needs involving the topic, the development of and reception to the presentation are likely to be very poor and maybe even a waste of time. The most valuable topic choices enhance the overall learning process during both the planning and the presentation.

2. Selection of Audience. It is often assumed that if a student develops a topic for presentation it should be done for the whole

class. While there are occasions when the entire class should be present, this is not always true. The teacher and the presentor should mutually decide for whom the information is appropriate. The presentation may be suitable for a selected small group or maybe for just one other person. On the other hand, students from other classes or even the whole school may be the proper audience. Choice of appropriate audience contributes as much to the success of a presentation as the selection of the topic.

3. Determine Context and Manner of Presentation. Information which is presented in an understandable, interesting, and creative way maintains the attention of the audience and encourages their involvement in the topic.

Ideally, the presentor should review the information he has obtained and select out the elements which will be crucial to the audience's understanding. These key points are then organized into a logical outline for the presentation. The sophistication with which this can be done will vary with the maturity of the presentor but with encouragement will acquire greater skill as they practice.

The use of visual and auditory media greatly increases the interests and excitement of a presentation. Students should be urged to illustrate their information with charts, graphs, pictures or slides, transparencies, posters, displays, or tape recordings. The presentation could also involve roleplaying or a simulation game. The students can use this opportunity to develop their creativity as they explore methods of giving their presentation. The more senses that are involved in the presentation, the more impact it is likely to have.

4. Set the Time and Place. The day, time and place planned for a presentation deserves thoughtful consideration. The nature of the audience selected partially determines these decisions. It is most beneficial to choose a time which coordinates the presentation topic with other students'learning activities having a similar goal. This meshing of learning activities creates a greater sense of meaning and relevance.

The location of the presentation should not only be one which accomodates the size of the group, but also one which is conducive to the successful presentation. This means that there is adequate space for equipment needed and provisions for setting up displays or other visual materials; factors such as noise level, seating arrangements and lighting are also important to consider.

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As students experience success in planning and delivering their own presentations, their confidence will grow and they will become increasingly independent with the process. This informational tool will then become a real asset in efficient use of classroom and teacher time. Pupils begin to assume substantial responsibility for developing important content and the teacher's time is increasingly made available for other responsibilities.

Work Experience Programs

Work experience programs provide opportunities for students to explore vocational possibilities and expand their vocational aspirations. Four types of work experience programs have developed in recent years: (1) cooperative education, (2) work-study, (3) volunteer work experiences, and (4) simulated work experiences. The first three types of programs involve actual work in an employment setting and are generally available at the high school or college level. The fourth type, simulated work experiences, can be used at all levels and provides the greatest flexibility and adaptability of all the approaches.

Simulated Work Experience. Teachers can help students experience work through some kind of simulated activity that takes place largely within the school setting. The simplest and most traditional approach is to create a series of specified "jobs to do" within the classroom and assign students to each job on some kind of rotating basis. Such "work tasks" as passing out workbooks, taking roll, directing traffic within the building, supervising playground time, picking up class assignment papers, and keeping the coat closets neat and orderly, are examples of kinds of work that are typically assigned elementary students.

Where this approach is used, there is little direct time taken from instructional activities. While some elementary teachers have viewed this as an advantage, it in fact represents a potential danger. That is, simply to assign work tasks in no way guarantees that students develop any real concept regarding the nature of work. They may feel that the teacher is taking advantage of them. Thus it is important that the teacher take time to insure that students understand that they are demonstrating, through their actions, such basic work concepts as the following: (1) social significance of work, (2) the interdependence of workers on one another, (3) the necessity for workers to cooperate with one another, (4) the importance of completing assignments on time, (5) the principle of worker responsibility for carrying out assignments, and (6) the way in which each worker contributes to some broader objective than can be seen from viewing only the specific work tasks assigned to him or her. The skillful elementary school teacher will find many opportunities to emphasize and reinforce such basic principles again and again during a school year. How frequently they should be emphasized depends upon how often students appear to forget them as they perform (or fail to perform) specific work assignments.

A more sophisticated approach to simulated work experiences is the "product outcome" technique oriented around a "company" formed by the students. This approach asks the teacher to help the children think of a product or a service they wish to produce or offer, organize the management-worker system required, assign various students to different roles in the "company", actually "manufacture" the product (usually assembly-line techniques), package it in some form, and then make it available either to students within the school or to persons outside the school. Such an approach is not only more authentic but, in addition, allows students to explore the nature of a wide variety of occupations.

Examples of "products" that have been "manufactured" in projects of this nature include puzzles, wall plaques, artificial flower arrangements, note pads, doll clothes, silk screened posters, and games of various sorts. In some cases, special industrial art equipment, including hammers, saws, drills, and planers, are required (There are a number of companies now producing such equipment, with a variety of safety devises built in, that come in portable units for use in elementary schools). In such "companies" students play a wide variety of work roles, including those of both management and labor.

Students on the assembly line may actually experience the boredom and frustration that comes with repetitious tasks. The personnel management staff can actually see how the making of various personnel decisions affects worker morale and plant productivity. All students can recognize the interdependence of one worker on another, the importance of completing assignments on time, the rewards associated with quality production, and the waste that accompanies slipshod work. In some schools, this type of project has been carried to the point where "stock" is sold, with the various "stockholders" receiving dividends on their investment at the end of the project, depending upon the success found in marketing the product. Where several teachers in a single building are using this approach, competing companies may be established that add a still further note of realism to the entire simulation effort.

There are also kits and games which simulate some types of work experience, although on a more limited scale than described above. Some examples are the *DUSO* kit's (Dinkmeyer, 1973) "Career Awareness Activity Cards," which include some simulation games with specific objectives; and "Workers We Know," which is one level of the *Programmed Work Awareness Kit*. "Workers We Know" includes a variety of activities designed to integrate school work and learning experiences with the world of work. Each student has a weekly classroom job, maintains a job chart, and gets paid with play money at the end of each week for performing his job. The play money is used for retaining a toy during a special play time. There are games such as "Worker-Payday" which increases students' knowledge of various workers' tools and equipment. Games which have long been popular with children, such as *Monopoly* and *Life*, can be used to experience particular work skill areas such as money management, and marketing.

In any work simulation activity, it is important that the activity relates to overall career education objectives and a goal in itself. Activities should not be isolated events but rather integrated into the on-going program of learning.

VALUES EDUCATION

A. H. Maslow once said, "Education is learning to grow, learning what to grow toward, learning what is desirable and undesirable, learning what to choose and what not to choose."

While the importance of values has been apparent throughout human history, present-day educators have become acutely aware of how integral values education is to the entire learning process. Responding to this awareness, many teachers have assumed responsibility for values education in the classroom. College students report that their instructors are making wide use of these techniques and methods in many content areas. High school students are participating in values clarification exercises in career exploration groups, drug abuse prevention programs and consumer education. Middle school and elementary school age students are engaging in some exploratory aspects of the process. In fact, you and your worldly involvement may be questioned if you have not drawn your own Personal Coat of Arms or examined the Twenty Things You Love To Do.

Why Now?

There are at least three reasons for the renewed interest in values clarification activities:

> Values serve as a basis for decision making in a changing world.

> Values are the basis for achieving identity in a fragmented society.
>
> Values are a means of validating an individual's self worth under the environmental press of survival.

Encountering Change

The complexity of the times has made the act of choosing infinitely more difficult (Kirschenbaum and Simon, 1974). Youths of today are faced with many more choices than youths of yesterday. This overchoice situation is compounded by their new freedom to choose. They are told of their right to choose and while this has become a cause for concern (Glasser, 1969) it also has allowed youth to become more sophisticated, less provincial and more independent.

Today, conflict and ambivalence surround topics such as abortion, politics, drugs, religion, love and sex, death and societal change. In the last two decades we have seen abortion evolve from being a crime to being a woman's rightful choice. Similarly, drug and divorce laws reflect a less dogmatic view. An individual's responsibility to himself or herself and others has become more important than doctrine. As responsibility for behavior shifts from external sources to the individual, the values the individual holds become even more important than they were previously.

Moralizing and indoctrination are not very effective when individuals are constantly exposed to contradictory sets of values. We do not have to wait until our children leave school to be worried about them being corrupted by new philosophies of life. The media and contacts with a mobile population expose them to contrasting life styles based upon differing values very early in their lives. We live in a culture in which older people have to learn to incorporate what the young have learned but which they have not (Mead, 1974).

In an increasingly complex world fewer things occur in isolation, and there is seldom a simple cause and effect relationship (Weingartner, 1972). There are fewer absolutes, fixed states, or one right answer for every question. We seem to have absolute knowledge about less and less. In fact, most of us were brought up with the notion that to be scientific and rational was to be able to determine simple cause and effect. We now understand that this is not possible and that what is needed is a dynamic decision making approach. The formulation of hypotheses and the use of feedback systems are necessary tools of the individual rather than technological jargon for use in industrial production. These thoughts may suggest not only the need for values clarification but values reclarification. To some there is the implication that once we clarify our values and thus discover ourselves, we have solved our problem of cause and effect. It is clear, however, that values clarification is a continuous process.

Many of us grew up to the radio strains of "Jack Armstrong the All-American Boy." Behind the virtue of becoming strong so we could help the weak were other messages that suggested values such as: you become worthy only by competing; production and consumption are proof of strength; by helping others you earn elitist rights (paternalism); crusaders for our cultural beliefs are good and all adversaries are evil; we are ordained to be leaders in the world; and, some indicator of personal superiority is always a desirable goal. After years of commitment to this posture we may now be confronted with statements like the following:

> This value structure, which pits man against man in competition over limited resources, must give way to an understanding that the earth's limited resources must be shared by all if any are to survive (Hawley, 1973, p. 2).

A search for a "new American Way of Life" that interprets democracy in a different tradition is in progress. The values collisions that occurred during the 1960's have been extended to the daily search for meaning found in our cultural institutions of politics, business, law, welfare and education.

In summary, how can we encounter change? Our tapestry of assumptions that was woven so assuredly during the industrial era has holes in it. Failure to predict, overchoice, freedom, complexity, equality, independence and the like have made patchwork programs ineffectual. New values must be woven into our representations for the postindustrial era. Values exploration and development will become a fundamental strand in education. It must precede values clarification.

Achieving Identity

The basic premise in Glasser's Identity Society (1971) is that today's youth and other members of society place importance on their roles before they become heavily concerned with their goals. In contrast, the previous goal-role orientation was based on security and materialistic concerns. Goal before role implied that a dependent role was necessary so goals could be achieved. Only after goals were achieved could one afford to be independent and dwell on thinking about who he or she was. Conversely, today many youths are more concerned about the quality and enrichment of their personal lives. As they explore the world about them they hope to discover the kinds of lives that will be most meaningful to their unique human conditions. The current role-before-goal orientation stresses independence and an opportunity to determine one's own destiny.

The importance of the search for identity is expressed by observers of current career patterns. They suggest that commitment to a single job, in the same locale has become an exception rather than the expected. Retraining and continuing education have become common place.

Our identities cannot be locked into our jobs and our communities as they once were. Mid-career identity crises have become as prevalent as early career choice problems. Thus, youth and adults will be constantly confronting themselves regarding their identities.

An identity is not achieved in a vacuum. One's own values and the values of others are instrumental in this process. Glasser (1971) maintains that the two human qualities necessary to gain a successful identity are love and worth. Involvement with others is basic to both of these needs. Yet much of education runs counter to involvement needs. Submission to authority, putting up with boredom, specialization and compartmentalization, individual competition for grades and blue ribbons, fear of exposing weaknesses and becoming vulnerable, and superiority through perfection are some of the attitudes reinforced by schools. These attitudes preclude trust, openness, and risk taking that are so necessary for human involvement. Interpersonal behavior in schools can be depicted as being manipulative and compromising between students as well as between teachers and students.

Schools have generally been modeled after an industrial counterpart which assumes that the responsibility of schooling is to transmit the great breadth and depth of content knowledge in the most efficient manner possible. This burden of efficiency has not encouraged teachers to become involved with students. The press for proof of individual competitive strength has not allowed students to relate to other students. Harris (1972) suggested that jealousy, hostility, suspiciousness, competitiveness, selfishness, cruelty, disrespect, and revenge are fostered while friendliness, openness, generosity, cooperation, kindness, compassion, forebearance and consideration are atrophied through disuse. A sharing of values about common concerns and issues will allow for the involvement that all students so desperately need for confirming their identities.

One way to assist youths in achieving their individual identities is to assist them in developing tentative life plans that would help orient them to the world outside of school. Individuals who do not feel a sense of power or responsibility for their existence tend to be passive and dependent. The development of personal plans, however tentative, immediately forces the question of values into the foreground. Making plans encourages young people to question their own personal values or to make them explicit. Their daily life actions become linked to their planning. Exploration of personal and public values that underlie successes and failures helps them cope with decisions of today and in the future. The false distinction between work and school, and between school and community cannot be maintained or justified. All of us are faced with the question of whether our lives are taking us in freely chosen directions and whether the directions we are taking will lead to achievement of goals we value most.

Self-Validation

Critics of education in the last decade have focused on the failure orientation of the schools. Various movements in education are trying to contend with this indictment. Simon (1973) speaks of the red pencil mentality of teachers. The values of educators seem to perpetuate this posture. It is frightening that we send children to school to be constantly criticized and constantly rejected. Simon's values exercise called IALAC illustrates the situation. A teacher wearing a large sign with letters IALAC on it tells the story of a little boy who arises from his bed each day to begin his long day of rebuffs. Since IALAC stands for "I Am Lovable and Capable," each time he is criticized, ignored, or neglected a small piece of his IALAC sign is torn off leaving precious little of the sign intact by the end of his day. Each morning the little boy begins a new day with a new IALAC sign, but, due to the damage of past neglect, there is a very small piece forever missing. Students understand this exercise and can recall incidents that have torn pieces from or added pieces to their signs.

Our indoctrination against seeking self validation is so strong that few people can admit that they are wearing an IALAC sign. We often blush, or say, "Oh, it wasn't much." But all the time, in subtle ways, we try to prolong this delicious moment. Valuing people and especially, expressing what you value about them, brings the love and worth that everyone needs. Glasser (1969) noted that what one chooses or states is worthwhile must, sooner or later, be considered of value by someone else. "A person may labor alone as an artist or scientist for years, but eventually what he produces must be recognized by others or he will not gain a successful identity."

On the other hand, another aspect of the proof of worth is the desire to do something useful, productive and respected. We all have that desire to change the community, to make a dent, if even a small one, on reality. The job of being a cause! Affirmation of one's values into action programs prove that our existence has some power. Such activities as campaigning for environmental legislation, doing research for a service organization, or serving as a nursery school aide may provide proof that we can make an impact on life. This activity helps clarify and establish one's own identity. The validating process can lead us to admit and affirm our worth. Eventually, we may express ourselves in the manner suggested by Simon (1973), "Yes, I am a beautiful person."

MODELS AND METHODS

Definition of a Value

During the past decade a great deal of attention has been given to values education. There are a number of different, though not necessarily opposing, viewpoints regarding the process of valuing. Rucker, Arnspiger, and Brodbeck (1969) discuss values in terms of categories; Ojemann and Campbell (1974) concentrate on teaching moral judgments. For the sake of brevity it is impossible here to fully describe each of the existent views of values education. In the remainder of this section, however, several viewpoints are further explained.

In the process of decision making it is important to know what guides our choices. The emphasis is on individual goal setting and commitment which is aided by explicit knowledge of one's own values. In this sense the values clarification process enables the individual to act relative to his own needs rather than to group needs or universal doctrine. In this case values have a relativity and neutrality flavor. Values take on valence only as the individual beholds them. Raths and Simon (1966) contend that values evolve within the individual--some values are always in the process of becoming.

Characteristics of a Value

There are seven features (characteristics) which combine to form a value. If an expression (statement or action) of an individual meets all seven of the valuing criteria, then that expression may be considered part of the individual's value system.

COGNITIVE (Choosing)	1. chosen freely 2. from among alternatives 3. after considering consequences
AFFECTIVE (Prizing)	4. happy with the choice 5. publicly affirmed
BEHAVIORAL (Acting)	6. act on the choice 7. repeatedly

(Raths, et al., 1966, p. 30)

The process of values clarification is based on a full understanding of the seven characteristics of a value as described above. Therefore, it is helpful to examine these characteristics as stages in the development of values.

1. Choosing freely. If there is coercion in choosing, the result is not likely to stay with one for long. Values must be freely selected if they are to be really valued by the individual.

2. Choosing from among alternatives. Only when a choice is possible, when there is more than one alternative from which to choose, do we say a value can result.

3. Choosing after thoughtful consideration of the consequences of each alternative. Impulsive or thoughtless choices do not lead to values as we define them. Only when the consequences of each of the alternatives are clearly understood can one make intelligent choices.

4. Prizing and cherishing. We are happy with our values. A choice, even when we have made it freely and thoughtfully, may be a choice we are not happy to make. Values flow only from choices that we are glad to make.

5. Affirming. When we are proud of our choice, we are likely

to affirm that choice when asked about it. If we would not make our position known when appropriately asked, we would not be dealing with values but something else.

6. Acting upon choices. Where we have a value, it shows up in aspects of our living. For a value to be present, life itself must be affected. The person who talks about something but never does anything about it is dealing with something other than a value.

7. Repeating. We would not think of something that appeared once in a life and never again as a value. Values tend to have a persistency, tend to make a pattern in a life (Center for Creative Communications, Inc.).

Values Clarification Techniques

What are the ways that classroom teachers can help their students experience, and develop skills, in these dimensions of the valuing process? The following chart serves as a simple organizer for the types of values techniques which can contribute to this end.

VALUES CLARIFICATION APPROACHES

Clarifying Response	Activities or Strategies	Three-Level Teaching
examples	examples	examples
questions	voting	history
interviews	rank ordering	art
	coat of arms	music
	values continuum	social studies
	unfinished sentences	language arts
	value auction	spelling
	fantasy exploration	mathematics
	journal writing	biology
	values wheel	physical education
	value discussions	religion
		health
		foreign languages

Clarifying Response

A clarifying response is a particular way of responding to a person that helps that person to clarify their thinking and behavior and therefore clarify values. It is a brief interchange designed to raise questions and to stimulate a person's consideration about one's life, actions and ideas. It is not a formal procedure and it is not intended to get the person to believe or understand or feel a particular way. According to Raths, Harmin and Simon, it "is usually aimed at one student at a time, often in brief, informed conversations held in class, in hallways, on the playground, or any place else where the teacher comes in contact with a student who does or says something to trigger such a response."

The clarifying response usually takes the form of a question oriented toward a student's attitudes, aspirations, purposes, interests and activities. Two sample interchanges are presented below.

Example #1

Teacher: "I see you're hard at work on that project, Jimmy."
Student: "It's not good to be lazy, you know."
Teacher: "How do you know it's not good?"
Student: "Everybody knows that. My parents always say it."
Teacher: "I see. Is working something that you value, then, Jimmy?"
Student: "Huh? I suppose so."
Teacher: "O.K., Jimmy. Thank you."

Example #2

Student: "Miss Jones, I'm going to Washington, D.C. this weekend with my family."
Teacher: "Going to Washington, are you? Are you glad you're going?"

Student: "Well, yeah. I like to visit places with my family - but I'm a little disappointed that I'll miss my Little League game."
Teacher: "Well, I'll see you on Monday - I'll be interested to know if you enjoyed yourself."

Clarifying responses can be used to help individuals clarify their ideas at each of the seven stages which combine to form a value.

1. Choosing freely
   a. Where do you suppose you first got that idea?
   b. What would people say if you weren't to do what you say you must do?
   c. Are you getting help from anyone? Do you need more help? Can I help?
   d. Are you the only one in your crowd who feels this way?
   e. Is there any rebellion in your choice?
   f. How many years will you give to it? What will you do if you're not good enough?

2. Choosing from alternatives
   a. What else did you consider before you picked this?
   b. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
   c. Did you consider another possible alternative?
   d. Are there some reasons behind your choice?
   e. What's really good about this choice which makes it stand out from other possibilities?

3. Choosing thoughtfully and reflectively
   a. What would be the consequence of each alternative available?
   b. Have you thought about this very much? How did your thinking go?
   c. Is this what I understand you to say... (interpret his statement)?
   d. Are you implying that... (distort his statement to see if he is clear enough to correct the distortion)?
   e. Define the terms you use. Give me an example of the kind of job you can get without a high school diploma.
   f. Where will it lead?
   g. For whom are you doing this?
   h. What will you have to do? What are your first steps? Second steps?

4. Prizing and cherishing
    a. Are you glad you feel that way?
    b. What good is it? What purpose does it serve? Why is it important to you?
    c. Should everyone do it your way?
    d. In what way would life be different without it?

5. Affirming
    a. Would you tell the class the way you feel some time?
    b. You don't mean to say that you believe... (repeat the idea)?
    c. Do people know that you believe that way or that you do that thing?
    d. Are you willing to stand up and be counted for that?

6. Acting upon choices
    a. I hear what you are for; now, is there anything you can do about it? Can I help?
    b. Have you made any plans to do more than you already have done?
    c. Would you want other people to know you feel this way? What if they disagree with you?
    d. How has it already affected your life? How will it affect it in the future?

7. Repeating
    a. Have you done anything already? Do you do this often?
    b. What are your plans for doing more of it?
    c. Are there some other things you can do which are like it?
    d. What did you not do when you went to do that? Was that O.K.?
    e. Did you run into any difficulty?
    f. Will you do it again?

(Raths, et al., 1966, pp. 63-65)

Clarifying Interview

A clarifying interview is a more in-depth extension of the clarifying response. A series of the same types of questions are used to help a person examine a particular value area in one's life or to explore a specific decision or choice being faced. This can be done on an indivi-

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dual basis or with others observing. In the latter case, the technique becomes somewhat more formal. The person volunteers to be the "interviewee" and ground rules are established. One person asks the questions, the interviewee may "pass" on any questions he or she wishes, and the interviewee may end the session at any time by saying "Thank you for your questions."

Activities or Strategies

A tremendous variety of challenging and fun activities are possible to use in values education. Some companies have packaged programs which use visual aids, posters, value sheets, and stories to initiate activities. These are very convenient, but not essential to a values education program. Some of the activities involve processes which can be applied to situations in the classroom and require no special materials. Some of the more widely known activities and strategies are described here.

Behaviors relating to the expression of feelings, interpersonal relationships, feelings of adequacy and personal awareness are enhanced by values exploration by individuals and groups. Krathwhol's (1964) taxonomy of the affective domain is helpful in sequencing instruction from this point of departure. In addition some groups use the helper-learning models employed by counseling psychologists. Trust, empathy, and openness are typical concepts stressed to allow for more honest disclosing and genuine feedback and sharing. Sensitivity and T-group goals of the 60's have been integrated with the responsibility-ownership of the 70's.

Acceptance of self and others are other common goals that follow trust building. Risk taking and self-disclosure are encouraged. Feedback exercises promote the valuing of what others say and do and, as a result of the process, they validate the person. Self expression skills increase as the activities are carried through.

Putting values clarification strategies into action requires careful attention to the reasons for doing so. It is important that a clearcut and systematic plan be developed. The focus of this plan will be the students and what they as individuals and a group need in order to facilitate their making of life choices. If they are new to the valuing process, it is important that stretegies be planned in a progression from those that require the least amount of personal risk to those which require a great deal of personal risk. In this way students will be able to experience the safety of the group before they have to explore too deeply.

The following activities are grouped according to those which require little personal risk, those which require a moderate risk, and those which require a commitment to action.

Low Risk Strategies:

1. Have students make a poster showing different things about themselves. Illustrations may be hand-drawn from magazines or photographs. The following are ideas for things to include.
    - favorite toy
    - "unfavorite" food
    - dream pet
    - favorite game

   Keep the number of things small--perhaps 4 or 6. After they each have made thier poster, divide class into small groups. In groups have students take turns sharing their ME posters. Depending upon the maturity of the group, ask them to tell why they chose what they did.

   End session by having students think about two new things they learned about other people in their group.

2. Occassionally ask students to vote on a topic. THE PURPOSE IS NOT FOR DECISION MAKING OR TO DISCOVER RIGHT OR WRONG ANSWERS. In this kind of voting students are able to tell others where they stand on something. Start with things like:
    - How many have red bikes?
    - How many like chocolate ice cream?
    - How many saw "Kojak" last night?

   You may tally results or not, whichever is right for your group. After a few times, ask students to conduct the values voting.

3. Have students respond to an "If I were..." statement in writing or orally in a small group. Examples are:
    - If I were a rose...
    - If I were a horse...
    - If I were a big red balloon...

   This offers the opportunity to find out a little more about the things they value or consider important. The question "Tell me a little bit about why you wouldn't have thorns if you were a rose" helps students to begin to put clarification with their statements.

4. Have students draw a big outline of their house on a big piece of paper. Inside the house have them draw their favorite room and what they do there. Have students group in two ways--first by finding someone with a different room. Talk together about why they chose the rooms they did.

5. Make emotion books. Using hand-drawn illustrations or magazine photos, have students devote a page to a different emotion. Have them title the pages "________ makes me happy", "________ makes me sad" and so on using any emotions they choose. When books are complete, in small groups have them talk together about their books.

Moderate Risk Strategies:

1. Utilizing value voting strategy, have students share how they feel about certain topics. If they feel strongly in favor, they raise their hands high; if they feel strongly against, they turn thumbs down; if they don't have feeling one way or another, they fold their arms in front of them; if they choose to pass, they just sit. Some possible topics are:
   How do you feel about:
   --not getting any allowance?
   --parents choosing what you wear?
   --brothers?
   --sisters?
   --no more school?

   During this process watch for students who consistently pass or do not take a stand. This is an indication that some special assistance is needed...perhaps a conversation or a return to strategies requiring less risk.

2. Have students react to what happened to them the day before. In writing, orally, or through illustrations share the high point of the day; the low point, something they learned about themselves.

3. Have students think of three people they admire. For each person have students identify two actions or characteristics about him or her that they like. Make a big class poster or chart "Things we like about others."

4. In small groups have students share things about themselves of which they are proud. It may take group stimulation to begin their thinking in this way. The teacher or counselor can serve as a model to lead the way. Have each student complete the sentence "I am proud that..." Plan a way to share "proud things" with the total group.

5. Have students write a commercial or an ad selling themselves. Encourage creativity. What benefits would be derived from purchasing them? Any cautions the purchaser should know about?

It if's right for the group, display finished products without names and have others guess who commercial or ad is about. Talk together about ease/difficulty of advertising self.

Values into Action Strategies:

1. Using admired person list (activity #3 moderate risk list) have student rate the six actions they admire in relation to themselves by the following rating:
   I do
   I don't and won't
   I'll try
   From the "I'll try" list have students select one which they will really try. Identify a plan for trying the new behavior for one week. Plan ways for evaluating with students their efforts. Was it easy/hard? Do they want to try again? How can teacher/class help?

2. (For upper elementary) Privately have students draw a big square. Inside the square have them write words that tell what they would do if they could do anything at all--with no worry about money, space, time. Outside the box have them write all the words that tell what is keeping them from doing the things they wrote inside the box. After they have written them all down, have them evaluate the words to see which ones they, through action, could eliminate. For those who choose to do so, plan together ways to take action. This activity is designed to help individuals evaluate constraints on their actions in a personal way. It is not necessary to have them share unless they so indicate.

3. On Monday, tell students they are going to give themselves a gift each day for the next five days. Talk about how receiving and giving gifts makes us feel. Share with the group a gift you would give if you could give yourself anything at all. Ask others to do the same. When all who care to have shared something they would give themselves, give each student a booklet with five blank sheets of paper in it. Ask each person to think of a really special gift to give themselves and draw it on the first page. The next day have them do the same thing and so on for five days. After all pictures have been completed, ask students to look through their books to see what they can discover about themselves. Have them then complete the sentence "I discovered ______ about me."

4. Tell students that they will have two (imaginary) days to do anything they wish to do. Then have them draw or in another way illustrate what they will choose to do the morning, afternoon and evening of each day. When they have completed their imaginary day, have them look over their choices to see which ones they could do if they rearranged their day in some way. The goal is to help them become aware of the control they can have over their choices and to be able to do more of their "want to" activities.

5. Have students select one person they would like to be for one day. That person can be anyone--living or dead. As that person, what changes would they make? How would those changes influence their own lives? Why did they choose that person? Why did they choose the changes? How can they let the person know of the changes they would like to see them make?

6. A constructive dialogue with one's fantasy life can make the familiar strange and the strange familiar. Problem solving exploration allows one to become aware of his blocking behavior and it is therefore confronting. Guided tours of the day, body trips, becoming an object, and dreams are common techniques. A relatively non-threatening exercise example follows:

   Experience a Raisin

   > Give each participant a raisin. Ask them to look at it carefully, hold it up to the light, move it gently between fingers, smell it. Imagine you being a raisin. What feelings do you have about that? Place the raisin in your mouth, move it around with your tongue. Slowly bite the raisin and then swallow. Share the experience with others.

   Fantasies provide a means of examining one's values as they are projected into the past, present and future as well as into the various settings, roles and events of one's life. Fantasy can become preparation for action.

7. Scavenger Hunt. The class is divided into groups of four or five students. Each group is given a list of items to "find" on their scavenger hunt. In addition, the students are to name something they all like and something that they all dislike under each category. They receive one point for each consensus they reach. (Each group will need a secretary to keep score.)

Scavenger Hunt List		Like	Dislike
1.	food		
2.	game (indoor)		
3.	TV show		
4.	game (outdoor)		
5.	gift received		
6.	summer vacation		
7.	school subject		
8.	chore at home		
9.	hobby		
10.	a way to spend a Saturday		

In the second half of the activity, students "search" for experiences they have had in common. They receive three points for each experiences they decide they have all had. Examples:

1. a time when their parents made them very happy
2. a time when they were uneasy in school
3. a time when they felt left out
4. something they have done with their friends about which they are proud
5. a time they got away with something they shouldn't have

The teacher must stress honesty in all discussions. Suggested time limit for the activity is 30 minutes. Once the groups have completed the "Scavenger Hunt," they might choose two items to share with the entire class, perhaps those ideas that were most fun or difficult. Then the scores from both activities should be added to determine which team accumulated the most points. (Curwin, Geri and Curwin, Richard L., p. 32)

Evaluation

Taking a look over what has been accomplished through particular activities is an important part of growing. Unfortunately, most of the growing which takes place in school is appraised by the educators who in turn inform students and their parents of progress being made. What is needed is more real appraisal of their work by the students themselves. With regard to progress made in the area of values clarification there is no question of who will be responsible for evaluation. Each student must evaluate his or her own growth. The responsibility of the educator is to provide the time and the means for effective assessment.

One of the most facilitative ways of helping students maintain awareness of their development in the valuing process is to post the following "I Learned Statements" in a visible spot in the room.

I learned that I...
I relearned that I...
I discovered that I...
I found that I...
I felt good when I...
I was proud that I...
I was disappointed that I...

(Curwin & Curwin, 1974, p. 80)

After working through a clarification strategy or after a particularly effective class discussion, provide time for students to complete the "I Learned Statements" in their own journals which they should be encouraged to maintain throughout the semester or year. Each student's journal is his or her personal record of progress and it need not be shared with anyone unless the student desires to do so. This method of evaluation helps to further personalize the values clarification activities.

Points to Remember

Because of the impact that values education can have on students and educators, it is necessary in ending this section to re-emphasize several points. The following list of ground rules are essential in working with values clarification exercises.

- * Every answer is a right answer.
- * Values Clarification exercises give the participants the time and space to examine their attitudes and values. Time means exactly what it says. Space means the latitude, the room for movement in a non-judgmental environment which is conducive to thoughtful self-examination without the fear of censure.
- * Everyone has the right to pass on any exercise at any time, without being expected to justify his or her passing.
- * The facilitator is a participant--a model for the others.
- * A philosophy basic to Values Clarification is that individuals are responsible for the position they are in. They are responsible for their own feelings. They grow and react in terms of their acceptance of their personal feelings and their own life situations.
- * There is no closure for a Values Clarification exercise. It is open-ended. Its purpose is to open doors for the individual.

Three-Level Teaching

Harmin, Kirschenbaum and Simon explain that school subjects can be taught on any or all three levels: (1) the facts level which includes the teaching and learning of specific information, facts, details; (2) the concepts level which explores the principles behind the facts; and (3) the values level which relates the facts and concepts of a subject area to the students' lives. Real learning integrates all three levels and meets the goal of helping students discern facts, make sense of them, and finally live by the meanings they perceive. The use of this technique of values education has two distinct advantages. (1) No separate time must be alloted from the already crowded curriculum and (2) both cognitive and affective learning are enriched and made more effective as a result of the integration.

A spelling lesson is used here as an example of how to incorporate all three teaching levels:

FACTS LEVEL:

1. Mix up the order of the following spelling words, then ask the group to figure out this puzzle: These words can be placed into three like groups. What words should be grouped together?

   Words:
   attention
   action
   intersection
   dictionary
   probable
   vegetable
   ramble
   gnaw
   knob
   pneumonia

   When the puzzle is solved, point out to the group that gnaw, knob, and pneumonia are alike in their sound patterns. The others are alike in their spelling patterns.

This approach can be used with spelling groups at different levels by varying the words for each group. Often the members of a particular spelling group are in the same reading group. If this is so, a good time for spelling may be just after the group has finished the reading lesson for the day. A week's plan for implementing this lesson might work out like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Facts level: activities 1 and 2 Separate Spelling Groups	Concepts level: activities 1 and 2 (overlaps into values) Separate Spelling Groups	Values level: activity 2 Spelling Groups together	Facts level: test for memorization Separate Spelling Groups (Remedial help for those who need it)	Facts level: retest for those needing it

Bear in mind that this is only a sample format and the number of days spent, the amount of time and priorities for teaching spelling are left to the discretion of the individual teacher.

2. Have the students memorize the spelling of each word. NOTE: Many students do not know a process for memorizing words; a very helpful tool in the classroom would be a poster displayed in an easily seen spot which lists these five steps: (1) Look at the word. (2) Say the word. (3) Write the word. (4) Close eyes and spell the word. (5) Open eyes and check.

CONCEPTS LEVEL:

1. Divide the spelling group into smaller groups of 4 or 5. Give each group a portion of the words and tell them to have one person record all the meanings the group can think of for each word.

Encourage them to use a dictionary if they need help. Bring the group together again and share the meanings, developing a fuller understanding of the words.

VALUES LEVEL:

1. Instruct each student to make up a sentence for each word, telling something about themselves, who they are, what's important to them. (Concepts and Values levels).
2. Have each student fill in one of the following incomplete sentences and use one or two of the spelling words.

    I like...
    I feel...
    I wonder...
    I thought...
    I don't like...
    I don't want...
    I wish that...

As a class, share these sentences, commenting and questioning as appropriate.

Moral Reasoning

Lawrence Kohlberg, at Harvard University, has done extensive research in the area of moral development. His work can be of great help to educators concerned with helping students to clarify understanding of their values.

Kohlberg and his associates take a definite cognitive stance. Kohlberg has related values education to moral development. Kohlberg's view is in the cognitive developmental tradition of Piaget and Bruner. For him, developmental stages are important to understanding values. Like Dewey, Kohlberg prefers to stress the interaction between the environment and the internal cognitive structures of an individual. The individual's decision making or problem solving ability is Kohlberg's primary focus. "Therefore, the essential condition for cumulative elaboration of cognitive structure is the presentation of experiences which "stretch" one's existing thinking and set into motion this search-and-discovery process for more adequate ways to organize experience and action" (Rest, 1974). Similar to Piaget, Kohlberg's stages suggest concrete or constricted behavior on lower stages of development. Conforming to persons then conforming to rules, and finally, becoming a principled autonomous person reflects higher level abstraction and individualism. Kohlberg's stages of development have implications for values curriculum sequencing and teacher/staff knowledge:

Stage 0: "Good" is that which is agreeable or pleasant; "bad" is that which is disagreeable or unpleasant.

Stage 1: "Good" is that which an authority figure rewards; "bad" is that which authority punishes.

Stage 2: A "good" turn deserves one in return; one "bad" deed deserves another.

Stage 3: "Good" pleases others and they think highly of me; "bad" disappoints others and they think lowly of me.

Stage 4: "Good" is upheld for the benefit of the social order which has been established.

Stage 5: "Good" or "right" can be personally determined except when it has been previously agreed upon democratically by a group or society.

Stage 6: "Good" or "right" is determined according to personal ethical principles upon which conscience is based.

Kohlberg holds these tenets about a person's development through these stages:

-An individual reasons predominantly at one stage of thought, but uses adjoining stages as a secondary thinking pattern.

-People can understand moral arguments at their own stage and at all stages beneath their own; they can sometimes understand at one (and very rarely two) stages above their own.

-Except under extreme duress movement is always forward to higher stages, although an individual may cease developing at any stage.

-People prefer to reason at the highest level of which they are capable.

Unlike other values approaches, Kohlberg believes that some judgments are better, more appropriate than others; these judgments based on universal principles of justice are best. Kohlberg also maintains that moral growth is facilitated as people interact with others. When students are exposed to discussion and the conflicting views of others, they have the opportunity to compare and draw new moral conclusions. This led to the rationale for using "moral dilemmas", Kohlberg's plan for helping students to move to a higher stage of moral development.

Presumably the teacher provides +1 modeling (thinking modeled at one developmental stage above a student's current stage) for the most mature student in the group. Additional +1 modeling would come from within the group itself.

The Moral Dilemmas Procedure

> A dilemma (conflict situation) is presented to the group. Check to see that all terms and words are understood. Students then discuss how the dilemma might be resolved, explaining their reason for suggesting a particular resolution. It is the reason, not the resolution, that reveals the moral stage at which a student is functioning. The teacher intervenes appropriately to stimulate thinking at a higher stage; "why" and "how" questions are preferable to those answerable by a "yes" or "no".

The focus is on the student's search rather than the teacher's answers. Summarize comments frequently, and identify the differences among the positions expressed by group members. Allow sufficient time to explore the subject and encourage alternative considerations.

Beverly Mattox (1975) has published a very practical book on Kohlberg's approach which includes dilemmas for use with different school levels. The following is an example of a dilemma for elementary level:

THE PLAYGROUND FIGHT

OBJECTIVE:

To examine integrity and responsibility.

SITUATION:

You have been wrongly accused of fighting on the playground. Your teacher tells you to go to the office to see the principal. You've been in fights before so you're sure the principal won't believe you're innocent. You notice that it is just five minutes until the end of school. You are tempted to sneak out the back door and go home since you know you weren't in the fight anyway.

FOCUS:

Do you stay and see the principal?

DISCUSSION:

1. Explain your decision.
2. What will happen if you go home?

3. Does the fact that you are innocent (and your teacher is wrong) give you the right to disobey your teacher's orders?

The teacher also encourages class members to take a stand and explain why; to confront and probe other members thinking without personal assaults; to listen and pay attention to discussant's points; to probe, question, and evaluate arguments; to reflect and summarize group deliberations; and to facilitate good group discussion processes (Rest, 1974). Verbal reasoning skills are the major outcome achieved.

A Similar Program

The "Learning to Decide Program" developed by Ojemann and Campbell (1974) is aimed at teaching moral judgments. The program is designed for the following:

1. Learning to use the process of thinking of several alternatives,
2. Learning to examine the probable consequences of alternatives in common social situations, including immediate and remote consequences and the effects on others as well as on self,
3. Learning to make a value decision which takes account of the the long range as well as the immediate consequences of behavior as it affects both oneself and others.

Expanding Experiences

Role Playing

Role is the term applied to a person's patterned way of evaluating and behaving toward the world of others and toward himself. Part of growing up is learning and developing this role. As we become adults, this role becomes increasingly meaningful and complex.

Role playing is a method of taking on unfamiliar roles or the roles of other people and acting out the others' feelings, thoughts, and behavior. It is a useful tool in the classroom for many purposes since it enables students to examine and to try out a range of approaches and alternatives to situations. The risk of personal sanctions or reprisals is reduced; students know they are acting out a part and so feel freer to express a variety of emotions and behavior.

There are several depths or levels at which role playing can be used. One level is called "psychodrama" and is most often used in a clinical setting as a psychotherapeutic technique. On this level, a person plays oneself and acts out a particular problem he or she is experiencing. With someone who is trained, the person intensively examines the behavior and outcomes.

A "sociodrama" looks at general human behavior and may be done at an interpersonal or instructional level in the classroom. At the interpersonal level the emphasis is on typical roles, problems and situations that children usually face; for example, shyness, aggression, or rejection. At the instructional level, students portray literary or historical events and concepts such as justice, honest, or fear. The issue or problem to be enacted may be a real-life situation or a fictitious example of a real situation. As with any other educational tool, role playing has its greatest effect when it is not an isolated event but part of a larger instructional program.

The following principles concern the basics of conducting role playing in the classroom:

1. Role playing atmosphere. Students should be presented with the idea that many situations or problems are not easy to solve, and there may be no one "right" solution or answer. After presenting a problem situation, the teacher can help the students explore possible alternatives and solutions by asking questions such as "What did happen?" "What is the problem?" "What is the situation?" "Why do you think the person did that?" "What might be a different way to handle this situation?"
2. Selecting the actors. Choose for actors those children who volunteer; never force a child to role play. Avoid selecting actors whose natural role is like the one to be portrayed--they become too personally involved and may be deeply affected by the response of others.
3. Setting the stage. Use minimal props--table, chairs and space

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for action. Encourage the students to develop the idea of the setting by asking questions such as: "Where will this take place?" "What time of day is it?" "What should the characters be doing?"

4. Enactment. The teacher decides which solutions are to be enacted and for how long. The children act out their parts spontaneously (that is, there is no "script" to work from), but with understanding of the roles to be portrayed. Should a child wander in his role enactment or become silly, the teacher should intervene by asking questions such as: "Are you really playing this character?" "Are you working on showing a solution to this situation?" These questions should not be said in a scolding manner; if the role playing is not working out, bring the session to a close by saying "We'll discuss this later", or "That will be all for now."

5. Discussion. The discussion after the enactment is crucial. Through discussion the children can analyze the situation and weigh the possible alternatives and consequences. Encourage the children to identify and explore the feelings, ideas and values presented. The nonacting children, the observers, play an especially important part in this discussion as they can be more objective and see the consequences to the solution more clearly.

6. *Reenactment*. New actors are selected and the situation is reenacted with a different solution--as many times as desired. A discussion should follow each enactment.

7. *Generalization*. In drawing the role playing session to a close, help the children to broaden their understanding from the specific situation to general life situations. In this way they can discover principles for social living.

Some examples of value topics for role playing are: family conflict over vacation choice, rules, or behavior; school issues such as cheating, responsibilities, and curriculum; friendship concerns such as fighting, rejection, making friends.

Brainstorming and Consensus Formation

Brainstorming is a technique with a specific purpose--the generation of new ideas and alternatives. The goal is to obtain a *quantity* of ideas; there is no concern for the value or *quality* of ideas. This is important to remember, as it is tempting to get sidetracked into evaluation and decision making (consensus formation stage) before the brainstorming process is completed. Brainstorming is appropriate to use in situations where the issue, question or problem presented is open to various solutions. It can be used by two people (maybe even one) or a group of twenty or more. The essential elements of a brainstorming session are:

1. *Specification of problem issue or question*. It is important

that everyone in the group clearly understand the subject of the brainstorming.

2. Recording. A person (sometimes two people) is needed to write down all the ideas mentioned by the group. It is most advisable to record in a way that is visible to all. This can be done on a blackboard or on large newsprint, using a felt marker.
3. Time limit. Three to eight minutes is usually sufficient. A time limit helps to maintain the focus of the session on quantity rather than quality of ideas. It also helps to create an air of fun and excitement.
4. Contribution of ideas. Everyone is encouraged to give as many ideas as he/she can think of. All ideas are accepted. Calling out is preferable to hand raising and helps maintain a free flowing of ideas. No interpretation is made of a person's idea; write down exactly what is said.

At the end of this process there should be a large list of possibilities visible to the group. At this point the group is ready to begin evaluating these ideas in a process called consensus formation.

Through the process of consensus formation, ideas are evaluated in terms of their quality, desirability and applicability. The best one is selected for implementation. It is important to note the meaning of the word consensus: agreement among all group members.

This means that majority vote in choosing is not acceptable--all members must mutually agree upon the selection. Obviously, serious discussion and consideration of the possible alternatives is required in order to reach the goal of consensus.

There are two phases to consensus formation--evaluation and selection. Thomas Gordon (author of Parent Effectiveness Training and Teacher Effectiveness Training) provides these seven guidelines to follow during the evaluation process:

1. Start the evaluation process with an open-ended question e.g., "What do you think about each of these ideas? Which are the best?"
2. Cross off the list any solution that produces a negative rating from anyone for whatever reason.
3. Use a lot of active listening to be sure that all participants accurately understand the opinions and feelings expressed.
4. Do not hesitate to state your opinions and preferences. Do not permit a solution to stand if it is not really acceptable to you.
5. Use I-messages to state your feelings, e.g., "I couldn't accept that idea because..." or "I don't feel comfortable with that solution because..."
6. Now is the time for documentation and analysis. Encourage

participants to advocate their proposals, to tell the group why their ideas have merit. You can argue the case for your favorite solutions too!

7. Do not rush! Unless it is obvious that everyone agrees to one solution, take the time to let everyone have his say. If some of the participants have not spoken, encourage them with an I-message, e.g., "I haven't heard from everyone and I'm curious about all our feelings."

If one best solution has naturally evolved at this point, you're ready to decide how to implement the solution. If several ideas remain seeming equally effective, the phase of selection is the next step.

1. Test the proposed solutions. Ask students to imagine how each solution would work if it were chosen. "If we tried this idea what do you think would happen?" "Would everyone be satisfied?" "Do you think we would have solved our problem?" "Are there any flaws?" "Where would we possibly fail?"
2. Work toward consensus. Do not adopt a solution until everyone agrees to at least try it. Try to sense when agreement is close. The best way to test for consensus is to say, "It seems we all agree on number three. Does anyone not agree?" And keep the decision tentative. Ask the group if they would be willing to try out No. 3

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to see if it works: "I'm willing to try this out, how about you?" This helps students understand that their decision will not be cast in bronze, that they can always reconsider and change it if it turns out that it is not the best.

3. Write down the agreed-upon solution. Some teachers ask all participants to sign a written statement, much like a contract, to indicate that they understand its conditions and terms and agree to them. If someone hesitates when it comes time to sign, you know that you have not yet achieved consensus. If this happens, tune in to the student's feelings. Do not allow anyone to give in to group pressure, to capitulate, to become submissive. Be sensitive to student messages that may indicate less than positive feelings about a solution. Get feedback. Check them out. Grudging submission is not consensus.

It is possible that on some occasions a consensus may still have not been reached after using these procedures. If this should occur, consider with the group the possibility of modifying the alternatives in some way. It may be necessary to brainstorm some additional ideas. Sometimes the issue should be temporarily tabled while group members have an opportunity to think over their positions in greater depth. It is important not to become discouraged and give up, because a mutual decision can be reached. While first attempts at using this process may seem time consuming and maybe even frustrating, the "payoffs" are tremendous. Group members experience genuine commitment to the decision and consequently the implementation will occur with greater ease and success, often saving time and effort. As the group becomes accustomed to using these procedures, they will operate more efficiently and effectively.

HUMAN RELATIONS EDUCATION

In recent years, the focus of criticism against schools has shifted from academic and curricula to the atmosphere in the schools and the relationships among students and between students, teachers, and parents (Leonard, 1969; Holt, 1969; Silberman, 1970). At the same time as this shift in criticism has occurred, knowledge in areas of developmental psychology such as cognitive development, moral development, and ego development have become increasingly well known and publicized. The work of such researchers as Jean Piaget, Lawrence Kohlberg and Jane Loevinger has increased our understanding of the school aged person's psychological development to the point where it can be used to plan developmentally sound programs to facilitate the normal child's psychological growth through normal life stages. We are now able to pay attention to when we present what to children for their maximum growth.

The knowledge gleaned from developmental psychology can certainly be used to good advantage in academic areas, but it can surely also be applied to changing school atmospheres and toward the development of self-esteem and good interpersonal relationships. In essence, we now have the tools to enhance the development of the whole child in terms of development in all areas. We can implement John Dewey's conception of human development as the proper aim of education.

In view of the criticism schools are receiving, it seems that some attention must be paid to the development of skills in human relations; skills in getting along together or attaining cultural competence (Ivey, 1977). We have given lip service to the development of self-esteem and interpersonal skills in schools because we lacked a planned, organized means to achieve this in our schools. We just did not know *what* to teach or *how* to teach human relations so we left our children to learn what they might about getting along together and developing self-esteem. Skeptics of the notion of teaching human relations skills as part of an elementary school curriculum might well examine what our children have learned on their own from the "hidden curriculum." It is not a question of whether children are being taught, but how, and to what ends.

Given that we accept the idea of "education of the whole child" or commit ourselves to teaching children to become more effective people at their developmental levels, the *what* and *how* to teach are still problems. In addition, the *who* to teach such skills becomes a concern since special services personnel such as counselors are still rare in elementary schools and classroom teachers are not usually well trained in human development and human relations skills.

Since 1970, several packaged human relations skills programs have been published to support implementation of instruction in the classroom by classroom teachers. Techniques for the use of group interaction in the teaching of self understanding and effective interpersonal relations have also been developed and adapted to the developmental needs of students. Each program or technique has used a developmental framework as its point of departure. The Focus program (Science Research Associates, 1970) is developed around The Taxonomy of Educational Objectives, Handbook II: Affective Domain (Krathwohl et al., 1964); the TAD program (American Guidance Services, 1974) is designed around the cognitive and moral developmental theories of Piaget and Kohlberg; the DUSO program (American Guidance Services, 1970) is based on the psychology of Alfred Adler and Rudolph Dreikers. The group techniques include the Human Development Program (Bessel and Palomares, 1974), classroom meetings, and transactional analysis groups. The developmental frameworks are less well defined but include Krathwohl's Taxonomy of Educational Objectives, Affective Domain (1964), the reality theory of William Glasser (Glasser, 1969), ego psychology and an eclectic combination of Dreikers' (1967), encouragement process, and Carkhuff's human relations training (Carkhuff, 1969).

This section of the Process Guide provides detailed descriptions of selected media programs and group techniques available to use in developing specific skills in human relations for elementary school aged children.

MEDIA PROGRAMS

Focus on Self-Development

Focus on Self-Development (Anderson, et al., 1970, 1971, 1972) is an audiovisual program for the elementary grades designed for use in the classroom. It consists of three levels in three kits. Its overall objectives are to lead the child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. Its purpose is to bring out children's ideas and feelings and to get them to think about them and act on them. It is not to tell them how to think or what to do. The concepts in FOCUS are presented and developed through three different stages, each with increasing involvement. All three stages use the Taxonomy of Educational Objectives, Handbook II: Affective Domain (Krathwohl, et al., 1964), as a guide to the degree of affective growth that can be expected of children participating in the program.

Stage One. The first level of FOCUS begins with the first category of objectives in the Taxonomy. This category, called "Receiving", is divided into three levels: Awareness, Willingness to Receive, and Controlled or Selected Attention. Stage One of FOCUS is concerned with all three of these levels, with emphasis on awareness. There are twenty units concerned with developing in the child an awareness of the physical, intellectual, emotional, and social aspects of people through relationships, feeling, environment, sharing and problem-solving and decision-making. Stage one is for use with grade one.

Stage Two. This stage is concerned with the second category, "Responding", which ranges from a child's doing something because it is expected, to pursuing it on his own and getting satisfaction from it. The units in Stage Two are designed to stimulate active response to the concepts presented; the actual level of response will vary with the developmental base of the individual child. There are nineteen units in Stage Two of FOCUS; six of these deal with the personal self, three with environmental influences, and eight with the social self. The first unit introduces the idea of active responding; the last provides a framework for summarizing the year's activities.

Stage Three. The third stage of FOCUS is based on "Valuing", the third category in the Taxonomy. In this stage, titled "Involvement", students look at their involvement with self, others and their environment and discover what they think is important, that is, what they value. They see that behavior is often determined by values, or what is important to people, and that the involvement of other people may be different from or similar to their own. There are eighteen units in Stage Three of FOCUS. The first unit introduces the concept of involvement and gives an overview for the subsequent units. The next two units are also overview units concerned with causes of behavior and with problem-solving techniques. Aside from the Summary, each of the remaining units focuses on a concept or topic that is typically of some concern to children, such as honesty, companionship, respect, acceptance, and rejection. Pupils are encouraged to think about these concepts and to assess their own feelings and involvement. They also learn about the feelings and involvement of their peers and can compare and reevaluate their own. They are not asked to change; they are asked only to examine their values, what they think is important.

Throughout the FOCUS program, extensive use is made of materials and techniques such as filmstrips, story records, roleplaying, writing, pictures, and discussion. While each stage builds on one another, they are self-contained and can be used independently. The Guide book for each stage includes a bibliography and a section on "Group Techniques for the Classroom Teacher" which offer additional helpful information.

Toward Affective Development (TAD)

Toward Affective Development (Dupont, et al., 1974), or TAD, is a program for use with grades 3-6 in the development of students' social skills. The program reflects a cognitive developmental theory and is based on the premise that there is an interactive relationship between cognitive processes, such as labeling, classifying, problem solving, and reasoning, and the affective processes, such as motives, interests, values, and feelings. The program philosophy holds with Piaget, Kohlberg and others, that affective development, cognitive development, and social development strongly influence one another and develop along parallel lines. A child's acceptance and social relations tend to influence the child's behavior and achievement in the classroom.

The TAD program also adheres to the belief of theorists who say that development and learning in the affective domain are achieved through participation, experience, and reflection. Consequently, the activities in TAD are designed to simulate real-life events and relationships, and provide the structure for student participation, experience and reflection.

The TAD program is oriented toward these five major goals:

1. to extend students' openness to experience
2. to help students learn to recognize, label, and accept feelings and to understand the relationship between feelings and various interpersonal events
3. to help students develop skills of social collaboration through awareness of feelings and actions that weaken or strengthen group effort
4. to help students become more aware of their unique characteristics, aspirations and interests and the adult careers open to them
5. to help develop a thought process model which will aid students in choosing behavior that is both personally satisfying and socially constructive.

While these five goals apply to the program as a whole, TAD is organized so that there is a section primarily devoted to each goal area. The five sections are comprised of 21 units or 191 lessons designed for integration into the classroom schedule.

The lessons in TAD emphasize students' active involvement in their own social development. Because peer group interaction is especially important in the development of 8-12 year old students, the lessons are designed and sequenced to involve students actively with each other. The activities are varied to include games and simulations, modeling, acting out, imitating, roleplaying, brainstorming, individual and group tasks, and small group discussion. The TAD manual clearly and specifically presents the lessons so that teacher preparation time is minimal.

Developing Understanding of Self and Others (DUSO)

Developing Understanding of Self and Others, DUSO, (Dinkmeyer, 1970) is a program of activities, with an accompanying kit of materials, designed to help children better understand social-emotional behavior. DUSO I is designed for use with kindergarten and lower primary aged children. DUSO II is for use with upper primary and grade 4. DUSO may be used by teachers, elementary school counselors, and others as a developmental guidance program. The program can be presented effectively without special training.

The DUSO program is rooted in the philosophy of Adler and Dreikers, which assumes that we are all social beings attempting to establish our place in society. We experience the need for power and for significance and we seek to attain completion or perfection in our lives. This combination of forces causes each of us to experience feelings of inferiority at some time or another, since perfection is not realistically attainable. Because feelings of inferiority are unpleasant, we are motivated to reduce or eliminate them. This concept is very important because it leads to the conclusion that all behavior is therefore purposive. Our patterns of behavior reflect our attempts to reduce our feelings of inferiority and increase our feelings of significance and power.

The DUSO program has as its primary focus affective and social development and it systematically explores feelings, values, and attitudes. Guided activities encourage children to experience success and to develop feelings of adequacy. As understanding and acceptance of self and others grows, so does the children's self-esteem. Learning never occurs in a cognitive context alone; few factors are more relevant to children's academic success and social development than their feelings of personal adequacy and self-acceptance. If children have positive feelings, they tend to be motivated toward learning. Children participate eagerly and are more likely to gain meaningful, permanent benefit from their efforts. Conversely, if feelings are negative, children tend to be poorly motivated. They participate reluctantly and are less likely to obtain permanent gains from their efforts. The DUSO program emphasizes that, consequently, developing and understanding of self and others is central to the educational process.

The DUSO D-1 program for kindergarten and lower primary grades, focuses on eight themes representing the major developmental tasks which confront children in the process of their development:

1. understanding and accepting self
2. understanding feelings
3. understanding others
4. understanding independence
5. understanding goals and purposeful behavior
6. understanding mastery, competence and resourcefulness
7. understanding emotional maturity
8. understanding choices and consequences

Although the activities of the program are organized into eight units, each representing one of the themes, they are all interrelated and include elements of one another. Cutting across these eight themes are three specific objectives which DUSO D-1 experiences foster:

1. learn more words for feelings
2. learn that feelings, goals and behavior are dynamically related
3. learn to talk freely about feelings, goals and behavior

The DUSO D-2 program for upper primary and grade four is organized in a similar fashion, orienting activities around these eight major unit themes:

1. Toward Self-Identity: Developing Self-Awareness and a Positive Self-Concept
2. Toward Friendship: Understanding Peers
3. Toward Responsible Interdependence: Understanding Growth from Self-Centeredness to Social Interest
4. Toward Self-Reliance: Understanding Personal Responsibility
5. Toward Resourcefulness and Purposefulness: Understanding Personal Motivation
6. Toward Competence: Understanding Accomplishment
7. Toward Emotional Stability: Understanding Stress
8. Toward Responsible Choice Making: Understanding Values

The DUSO D-2 program is based on five goals which challenge the child to develop:

1. understanding and positive valuing of one's unique self
2. understanding of interpersonal relationships
3. understanding of the purposive nature of human behavior
4. understanding of dynamic interrelationships among ideas, feelings, beliefs, and behavior in order to express one's feelings accurately
5. understanding of competence and the components of accomplishment.

An experiential learning process is used to stimulate the children to become emotionally involved in the lessons. A variety of activities accompanies each unit: stories, discussion, problem situations, singing, roleplaying, puppetry, and suggested supplementary activities and reading.

The unit themes in the DUSO program help children become more aware of interpersonal and intrapersonal relationships--relationships between themselves and others, and relationships between their own needs and goals. Children are helped to develop awareness of the causal, purposive, and consequential nature of their behavior. Through alertness to the purposes or goals of their behavior, children become sensitive to the choices available to them. A variety of developmental tasks and social expectations confront children and they approach these in terms of their need to be perceived as a significant people. Consciously or otherwise, children decide how they wish to be known and their behavior eventually becomes generally consistent with their self-concept. Through the DUSO program, children are provided with opportunities for learning to meet their needs for significance through an active-constructive approach to life.

GROUP PROCESSES

HDP and Magic Circle

The Human Development Program (Bessell and Palomares, 1974) is based on the theoretical assumption that a key avenue to maintaining and enhancing mental health and well-being is through the process of verbal interaction. The HDP communication system is carefully designed to encourage spontaneous individual expression. Students and their teacher share their thoughts and feelings daily, responding to sequentially presented topics that are related to affective development. The "Magic Circle" or circle session is the basic strategy for implementing the Human Development Program in the classroom.

The circle session begins with the presentation of a topic that focuses on the personal experiences of the children themselves. As they respond, children find that they do have the "answers." Since the process model is one of acceptance, no one is ever confronted, interpreted or coerced to speak. Children are encouraged to share their feelings genuinely and to learn to listen and give attention to each other. Everyone who wishes to speak is listened to. Throughout each twenty minute session, an atmosphere of trust and respect prevails. As the program progresses, teachers and students become increasingly aware of how thoughts and feelings motivate behavior and they develop confidence in themselves as they improve their social interaction skills. Progressively, the teacher says less in each session, giving more of the responsibility to the children as they learn to assume it. Child leadership training begins when the children are ready to take responsibility for leading their own circle sessions. Their leadership is then gradually expanded as the program progresses.

Leading a Magic Circle Session

The following information is adapted from the HDP manual and explains the major phases of conducting "Magic Circle" sessions.

Setting the Stage. There are several elements to consider in order to create a climate conducive to personal growth through the circle sessions.

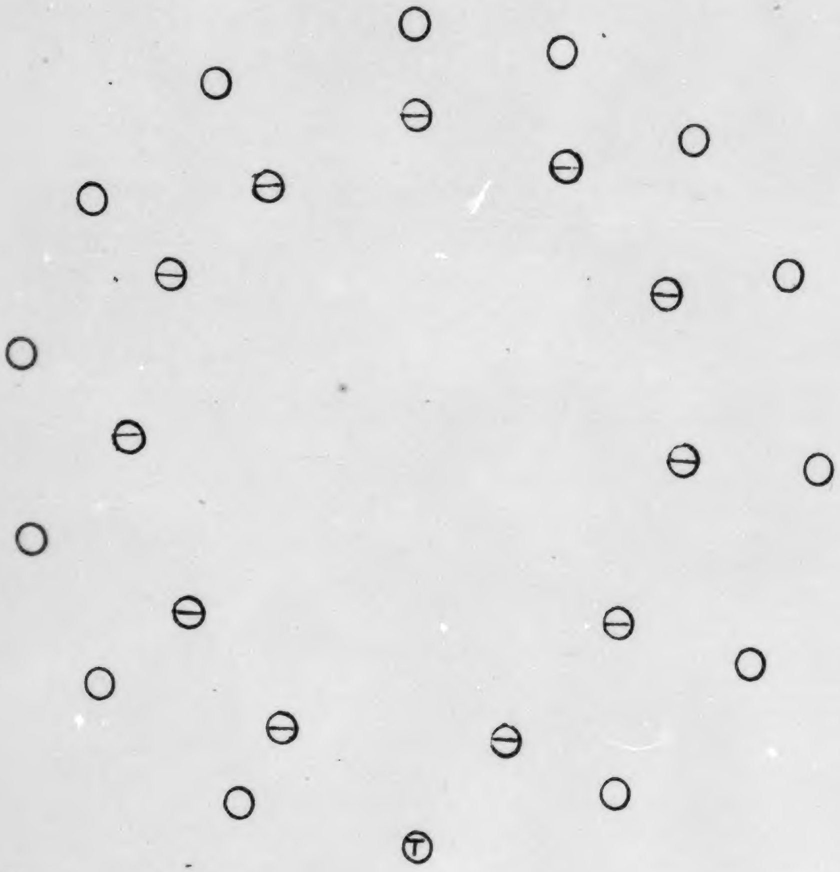
(1) Attitude is very important. The key process is relating, not teaching or learning a lesson. Consequently, those attitudes and behaviors which support effective relating are crucial. This includes using each person's name when speaking to him or her, maintaining good eye contact, showing genuine interest and attention, acceptance and respect for each person.

(2) The physical arrangements for the circle session can enhance, or detract, from its' overall effectiveness. The best physical arrangements permit easy visual access for all group members, such as in a circle of semi-circle. Where possible, use regular chairs rather than desks, since desks create a sense of having barriers between group participants. It is also advisable to conduct the

sessions in an area of the classroom which is less exposed to visual and auditory distractions from other students and has some sense of privacy. This can be created by positioning of bookcases, screens or tables.

(3) The size of the group also affects the process. The group will need to be kept relatively small (8-12) in order to accomplish the purposes of the session. It takes time to focus on the feelings of each person who wishes to speak and to listen reflectively to each other. In the early stages, then, those children who are not participating in the session should have activities, materials or seatwork for the period. They have their turn for "Magic Circle" at a different time or day. It is possible to eventually include all children on a regular basis. This can be done in one of two ways. The first is to begin child leadership training in a group you have well established so that they can operate independently, with occasional "visits" from you. You are then free to conduct another group. If you have enough class members to require three separate groups, the same training is begun in the second group until you are again free to begin another group. The groups can then operate simultaneously or at staggered periods during the day. The second way is to establish one group and later add another to listen and observe as an outer circle. These two groups then begin to alternate being in the inner circle, which responds ver-

bally to the topic. Later a third group may be added to this alternating cycle. The end product of this arrangement is the involvement of everyone in the class in separate groups, but which all meet together at the same times. The figure below illustrates the physical arrangement for this plan.



Ⓣ = teacher

⊖ = child participating verbally

○ = child observing, listening

(4) The amount of time devoted to the program is also important. The program should be carried out daily, or as close to that ideal as possible, in order for the most benefits to occur. The more exposure to the process and the issues being discussed, the better. Generally, each circle session lasts approximately 20 to 30 minutes, though this is variable depending upon the age level and interest of the group.

Participation Phase. While many things will be happening during the course of the HDP program, there are four elements which are common to all sessions. The first of these is

(1) the understanding and acceptance of basic ground rules. These rules of operation are key to the successful use of the circle concept; they are

*each person may have a turn, if desired, and a fair share of the time
*everyone listens to one another without interrupting
*each person remains in his/her own place
*no destructive behavior is permitted (such as put-downs, disrupting, pressuring)

Participation in the circle is considered a privilege and those who do not wish to operate by the rules may withdraw from the session. It is important to communicate to each person that his or her presence is desired, but participation in the group hinges on acceptance of the ground rules.

(2) The topic is introduced at the beginning of each session.

Tell the children about the activity or topic for the day and extend a general invitation for volunteers to begin by saying "Who would like to go first?" If there are no volunteers, respond to the topic yourself, such as, "Something that gives me a good feeling is my guitar. I feel good when I play it." Your response provides a model for the children as to what is expected of them. It is not necessary for you to take your turn first, but be sure to do so sometime during the session.

(3) Speaking or sharing ideas, opinions, and feelings is a core part of the program. The children should raise their hands when they are ready to speak, though no one should feel pressured to speak. If they should have trouble responding to the topic, ask everyone to "close your eyes and think about . . ." then try again for volunteers. Only one child should speak at a time. It is also important that the sharing center on personal feelings and ideas and not intimate details about home and family which is "none of our business."

(4) Listening and responding complete the communication cycle. The teacher helps by modeling good listening and responding skills for the children. Listening entails full attention to the verbal and non-verbal messages of the speaker. Listeners should remain open and accepting to what the speaker is trying to say without interrupting, probing, or confronting. Appropriate responding

focuses on the verbal and nonverbal feelings by comments and questions such as "Tell us how you feel about it" or "You smiled and sat up straight when you said that. Would you tell us what made you feel so happy about it?"

Children should be encouraged to respond to one another so that the interaction is not all teacher ↔ student. If children direct questions concerning another child to you, ask them to redirect it to the individual who can answer it. You can actively encourage student ↔ student interaction by requests such as "Helen, would you tell Jake about any similarities you noticed about his feelings and Henry's feelings about schoolwork?"

Reviewing Phase. Once or twice during the session, review what has thus far been shared by each child. This can be done by asking the children "Who will tell (Sally) the main part of what she said and what her feelings were?" Reviewing need not be done in the order of contribution and can be held off until the end of the session. It serves the purposes of encouraging careful listening and assuring each speaker that he or she was heard and understood.

Culminating Phase. Culminating questions help the children to integrate the information from the session into something meaningful for them. It is at this point that the affective experience is meshed with accompanying cognitive lessons. Ask such questions as "Who wants to say why we talk about these things? "What was this all about?"

"What did we learn today?"

Preparation for Next Session. Before the children leave the circle, tell them what topic you have in mind for tomorrow. This will give them time to think about it and consider what they might want to say. The sequence of topics can be posted on a bulletin board or chart to provide the children with an idea of the scope of subjects to be considered.

Classroom Meetings

Glasser has developed a process for conducting classroom meetings which encourages positive student self-images and positive student relationships. This process evolved from the work of Glasser and G.L. Harrington in the 1950's at the Ventura School for Girls in California. Their work based itself on a behavior change approach called "Reality Concept." This concept holds that a successful identity is found only through responsible behavior. Responsibility is defined as the ability to fulfill one's own needs in a way that does not deprive others of the fulfillment of their needs. Responsibility is brought about through an examination of goals, values, and behavior, and followed up by planned behavior changes. The goal of the Reality Concept is "to help those who identify with failure learn to gain a successful identity and to help those already successful to maintain their competence and help others become successful."

Applying Reality Concept principles to the classroom, these ele-

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ments are crucial:

Involvement. This begins with a sensitive, understanding and honest teacher. Teacher-student relationships characterized by these qualities are essential; only when a feeling of care and concern is established through involvement can progress occur. This care is not blind acceptance of all the child's actions and feelings. It is a concern which is shown through encouraging acceptable behavior and rejecting unacceptable behavior. In this way, the teacher's concern is much more real to the students.

Current Behavior. Although the child's past and feelings about it are acknowledged in the Reality Concept, the emphasis is on current behavior. It is hoped that this will discourage the student from relying on the past, or accompanying feelings, as excuses for present actions. The emphasis is put on "what" (referring to behavior) and "how" (referring to reactions and feelings about behavior), rather than "why". This helps the child become aware of his or her behavior and to understand that behavior is a self-involvement that he or she chooses.

Evaluating Behavior. Although the teacher serves to guide and suggest behavior, the final judgement on the value of behavior is left to the student. The student is responsible for critically judging one's own actions and their value to oneself and to others. When a child decides that an illegal or "negative" action has value, he or she must be advised of the likely consequences of the actions and be willing to accept them. The responsibility is in the child's hands.

Planning Responsible Behavior. Once a value judgement is made about a particular behavior, the teacher and the student work together to plan future responsible behavior. Often the student is at a loss in this area. The teacher guides and suggests appropriate behaviors, but the student makes the final decision as to what is best for the student and for others involved. Plans must be realistic and appropriate. They are revisable if found to be unworkable, but a good effort should be made to carry it out.

Commitment. Either verbally or written, the student must be truly committed to the plan. Because of the involvement established with another individual, it is easier to make a commitment. Someone else cares whether the individual succeeds or not. This involvement is especially essential at this point in time. Written commitments are encouraged as they often seem stronger and more real to the student.

Accept No Excuses. If a plan does not work out, the values professed must first be examined. If they are still valid, the plan must be re-evaluated. If the plan is reasonable, the individual then must become either re-committed or completely uncommitted to the plan and devise a new, more appropriate or feasible one.

If the student decides to re-commit to the plan, the teacher must never excuse the student from the responsibility of the commitment.

Excuses let the person off the hook, and deny oneself responsibility, or lack of responsibility, for the behavior.

No Punishment. Punishment breaks the involvement necessary for the person to succeed. Encouragement, on the other hand, solidifies involvement. Thus, good behavior is encouraged, failures are de-emphasized. Punishment tends to reinforce one's failure identity and increase the sense of loneliness and hopelessness, often resulting in withdrawal or hostility. It does not allow the individuals to judge their own behavior.

Consequences of behavior are different from punishment, which tends to be punitive. Consequences give individuals feedback on their behavior, allow them to experience the natural or logical results of behavior, and create opportunities for redirecting their actions.

The classroom meeting serves as a vehicle for implementing the principles of the Reality Concept. Some important purposes served by classroom meetings are:

- students can experience Glasser's three components of academic success--involvement, relevance, thinking
- success experiences are provided. No one in class can fail because in a class meeting there are no right or wrong answers
- the more capable and the less capable students in a class can interact on an equal basis
- cohesiveness of the class is promoted

-many classroom problems are solved

Procedures and Principles

Educators interested in using classroom meeting should be aware of these fundamental procedures and principles:

1. the large-circle seating arrangement has been proven to be most effective in stimulating communication

2. teachers should sit in a different place in the circle each day, and should make a systematic effort to arrange the students so that the meeting will be most productive. Visitors to meetings are welcome.

3. subjects for open-ended discussion may be introduced by the teacher, or by the class

4. meeting duration should depend upon the age and meeting experience of the class.
   -primary students may find it difficult to maintain attention for more than 15 minutes, but the time might be increased to 30 minutes

   -30 minutes is a good meeting time for intermediates and higher grades

   -probably better to hold meetings to a specific duration than to allow them to vary in time from day to day

   -teachers should be allowed to cut off a meeting

   -meetings should be held before a natural cutoff such as lunch or recess

   -meetings should be regularly scheduled and consistent: daily if possible but at least once a week.

5. Children seem to respond best if they are given an opportunity to raise their hands. May be possible to run meetings in which children politely wait their turn to talk, but this is a difficult goal to accomplish. Older students should be allowed to speak without what to them seems childish hand raising.

6. a teacher should never interrupt a student to correct bad grammar, bad usage or mild profanity. Teacher may intervene when a student goes on endlessly and is boring the class

7. students may become very personal. Teacher should accept these comments, but may ask student to discuss something else if the child starts talking of intimate family details, etc.

There are three types of classroom meetings. A Social Problem-Solving meeting is concerned with students' social behavior at school such as playground problems and disruptions. All problems relative to the class are eligible for discussion. The discussion itself is directed toward solving the problem and should never include punishment or fault-finding.

A second type is Open-Ended meetings. These meetings are concerned with intellectually important subjects. Students are asked to discuss any thought-provoking questions related to their lives, i.e., "What would you buy if you had a thousand dollars?" This type of meeting should be used the most often.

An Educational-Diagnostic meeting is the third type of classroom meeting. This type is always directly related to what the class is studying; i.e., the class is disappointed that after working on a new math concept, the students still did not feel they understood. The classroom meeting can be used by the teacher as a quick evaluation of the effectiveness of teaching procedures.

Transactional Analysis

Transactional Analysis (TA) is an approach to social psychiatry developed by the late Eric Berne and popularized in several books, such as Games People Play (Berne, 1964). While transactional analysis was developed primarily for use in psychotherapy, it has been found that psychologically healthy people can use many of its ideas to more fully understand themselves and their relationships with others, and ultimately to become happier, healthier, and more productive in their daily lives. Transactional analysis helps these people understand where their feelings and behaviors originate, and provides them with guidelines for happier and healthier ways to behave (Phillips et al., 1975).

The TA model for use with children in small groups offers a social context in which to use a simplified version of TA theory for development of the affective areas of personal growth and awareness. Small groups seem to be most successful with this model, however, groups consisting of all behavior problem students are strongly discouraged. A mixture of some quiet and some verbal students works well in a TA group.

Some of the goals of a TA group for students might be:

1. improved communication
2. appreciation of differences
3. becoming aware of self and patterns of behavior
4. becoming free to choose and to act
5. becoming open to experience (intimacy)

These goals can be reached through understanding of (1) the ego states, (2) one's interactions in terms of these, (3) transactions, (4) strokes

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and (5) the appreciation of knowing what openness can bring to the quality of life. This requires the learning and understanding of at least simple TA concepts and the opportunity to practice transactions and interpretations in a safe environment, the group. TA groups can best be used with upper elementary students.

The theory of transactional analysis is discussed below. A transaction is defined as any communication between two people (Hannaford et al.). Communication may be:

verbal
nonverbal

constructive
destructive

An analysis of transactions between two people reveals the kind of communication occurring and may suggest changes to be made to encourage growth in more constructive relationships.

In analyzing transactions, a person must first know who he is. One of the strong points of TA is that one always has the option to change, and it is important to re-emphasize this frequently, perhaps as each concept is presented. A person may look at the way he or she was at five years of age or the way he or she is now and know that it is not necessary to stay that way forever. There is opportunity to make new decisions, to grow, and to keep changing.

In the TA (transactional analysis) system, each person has three personality parts called ego states. The three ego states are called:

Parent   Adult   Child

These ego states are identifiable realities, observable in:

1. **posture--very rigid, standing on tiptoe, leaning forward, etc.**
2. **gestures--pointing finger, shrug, rubbing hand across forehead**
3. **voice quality--coaxing, whining, scolding, shrill, controlled even**
4. **choice words--ought, never, wow, reasonable, why, hurray**

There are certain behaviors, characteristics, beliefs and personality patterns attached to each ego state. Sometimes people act in one ego state, sometimes in another, and sometimes in two ego states at the same time.

Parent-Ego State. The Parent ego state is a way of thinking, acting, feeling and believing similar to that of our parents. This state develops during the first five years of life.

Ⓟ

1 establishes rules of conduct and sets limits in a commanding tone of voice

2 enforces the rules by quoting them in a confident or demanding tone of voice

3 teaches manners and socialized by rewarding and punishing

4 supports and helps others by reassuring and doing things for them.

5 judges who and what are right for self, according to the admonitions and regulations stored in the memory.

6 maintains traditions and rules of culture by teaching, preaching and giving advice.

7
protects the weak, fearful and ignorant by standing up for them.

8
restrains Your Child.

Child-Ego State. The Child ego state contains a person's basic desires and needs, and the recordings of the feelings and reactions he or she had as a child. This state develops during the same time as the Parent state. We will discuss two parts of the Child: the Natural, or Spontaneous, Child (that is, the Child as it naturally feels and acts upon its needs, desires, and impulses) and the Adapted Child (that is, the Natural Child responding to parental requests and admonitions). The spontaneous dimensions of the Child provide the joy, motivation, and natural creativity of the personality as seen in play. The adapted elements of the Child are expressed in the feelings and patterns of response to parental stimuli--responses such as rebellion, procrastination or compliance.

1
uncensored; apt to have joy and energy leak out at any time.

2
spontaneous; apt to break conventions and rules, to act without thinking about consequences.

3
energetic; always moving, exploring and doing things.

4
sensuous; always feeling, touching, and smelling things.

5
creative; filled with new ideas and ways of doing things

6
affectionate, adventurous, and fun-loving.

Your Adapted Child:

AC

1
makes its response when others are acting like a parent to self.

2
is filled with feelings in its responses to people, objects and events.

3
sometimes rebels against authority, "parenting," and rules and regulations

4
sometimes procrastinates when given directions, orders, or deadlines

5
sometimes conforms to demands

6
sometimes withdraws, sulks, or harbors a grudge toward people who give orders, make judgments, and "parent"

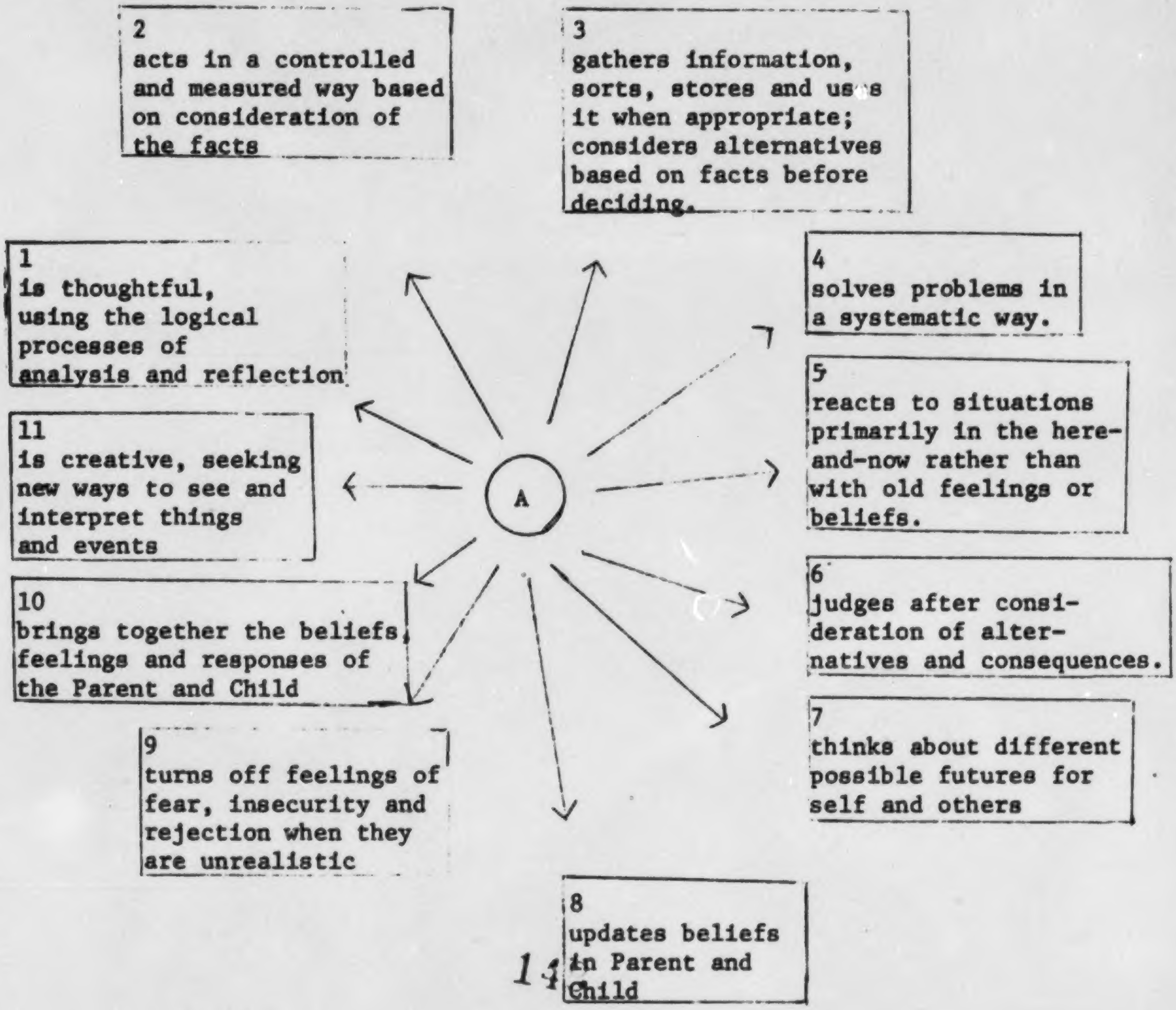
7
sometimes fears people and things and seeks protection or nurturing.

8
sometimes asks for permission and for what is the right thing to do.

9
believes in magic and feels that some people have magical power over self.

Adult Ego State. The Adult part of the personality develops later than that of the Parent and the Child. According to Berne, it starts at about ten months of age. In a healthy person the Adult continues to develop throughout life. This sets the Adult apart from the Parent and the Child. The Adult is the data processor, the scientific part of the personality. The Adult processes current and objective information about the world. The Adult does two things. First, the Adult part of the personality is responsible for most activity and work, such as driving a car, solving a problem, or learning a skill. Second, the Adult edits the recordings of the Parents and the Child when they contain inaccurate data. This is a most crucial job because it is often through the Adult that a person roots out old beliefs, feelings, and behaviors and replaces them with new, more effective ways of behaving, feeling and reacting.

The Adult ego state is a way of acting, feeling, and believing that is objective, in the present, computing and managing new data.



1
is thoughtful, using the logical processes of analysis and reflection

2
acts in a controlled and measured way based on consideration of the facts

3
gathers information, sorts, stores and uses it when appropriate; considers alternatives based on facts before deciding.

4
solves problems in a systematic way.

5
reacts to situations primarily in the here-and-now rather than with old feelings or beliefs.

6
judges after consideration of alternatives and consequences.

7
thinks about different possible futures for self and others

8
updates beliefs in Parent and Child

9
turns off feelings of fear, insecurity and rejection when they are unrealistic

10
brings together the beliefs, feelings and responses of the Parent and Child

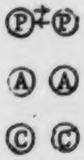
11
is creative, seeking new ways to see and interpret things and events

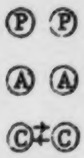
The awareness of the operation of these ego states is important. Self-knowledge is the starting point for gaining control of one's life and learning to relate constructively to others.

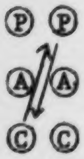
Transactions occur from one person's ego state to another person's ego state. There are three basic kinds of transactions: complementary, crossed and ulterior transactions.

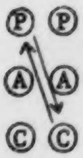
A complementary transaction occurs when one person addresses another's ego state, and then that person responds in the same ego state.

Some examples:



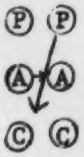


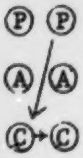


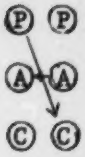


A crossed transaction occurs when the respondent reacts from a different ego state than the initiator aimed at. The crossed transaction is interesting and often leaves the initiator with his mouth hanging open in astonishment, anger, or pain.

Some examples:

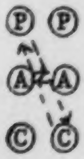


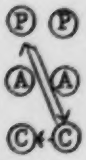


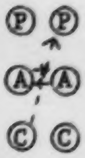


An ulterior transaction occurs when one or both parties are functioning in two ego states at the same time. The words send one message while the voice inflection and gesturing send a different one. Often a statement is made in order to ask a question, or a question is asked in order to make a statement.

Some examples:







Understanding transaction enables one to identify what is happening in communication and to better deal with negative feelings aroused in some communications. This knowledge sets the foundation for consciously creating more positive, accepting and understanding relationships.

While ego states and transactions are core concepts in transactional analysis, there are a number of other important concepts in this theory, including strokes, games, rackets, scripts, stamps, and time structuring. All of these concepts are important and provide valuable tools for understanding relationships. Only one other element will be considered further here--strokes.

Strokes are verbal or nonverbal ways of responding to a person which satisfy that person's psychological hunger for recognition. There are three kinds of strokes: positive, negative and discounting. Positive stroking is recognition that stimulates and leads to positive feelings and beliefs about self and others. Negative stroking makes one feel rejected and leads to "Not-O.k." feelings and beliefs about self and others.

Discounting strokes diminish a person's sense of value and worth; they reinforce psychologically toxic feelings and beliefs.

It is important to remember that every person needs stroking. Obviously, positive stroking provides the greatest benefits for self and for others. However, if a person cannot get sufficient positive stroking, he or she will seek after negative or discounting strokes. People need to learn, then, how to give and to receive positive strokes.

This TA concept is easily teachable and adaptable to the classroom. The teacher can serve as a good model for positive stroking in his or her communication with the students. Discussion groups and classroom activities can be designed or adapted from already published materials to stimulate the students' thinking about ways to give each other strokes and to obtain the strokes they need for themselves.

Intimacy is the ultimate goal of TA. To be O.K. is to be open to the O.K.ness of others. This is to touch the relationship of Intimacy. Intimacy is the ability to give of oneself to another and to allow the other person to give back. It is learning to unlock each other's lives by sharing oneself.

Intimacy is the process developing the capacity for being able to take off the mask and increase awareness of the adult, keeping in touch with the joyous spontaneity of the Child. As a person travels the road toward intimacy, games are dropped and the risks of coming into another person's "space" are accepted. The risks are recognized as possible hurt, rejection, or possession but the person feels capable of handling these--willing to take the risk for the sake of an experience with another person which defies description.

Part II

Psychological Education

School counseling is being given away. School counselors functioning as consultant-trainers and psychological educators are transferring counseling skills and funtions to students, parents, teachers, families, and members of the community (Pine, 1974). There has been evidence of this movement for some time, although it has not been specifically identified. The *Parent Effectiveness Training* (PET) and *Teacher Effectiveness Training* (TET) programs developed by Gordon (1970, 1972) used basic interpersonal communications techniques that are taught in counselor education programs. The Human Resource Development (HRD) approach of Carkhuff (1972) and the microcounseling techniques of Ivey(1972) have been used to train noncounselor personnel eg. teachers, nurses, correctional staff. Ivey and Alschuler (1973) proposed that we demystify the nature of helping. They said:

> We must help individuals and institutions by directly facilitating growth, health and intentionality. We need to pass on this knowledge as rapidly and coherently as possible. Psychological education offers an important way to demystify our profession and reach these goals. (p. 597)

Psychologists have been acknowledging the same need. Using the schools to turn psychological knowledge over to the "unwashed" was promoted in 1969 by the American Psychological Association president, George Miller. He suggested that the schools were an excellent place to give psychology away as a means to promote human welfare. Counselors and psychologists have come to realize that the greatest payoff in terms of helping people to achieve their human potential is to share and proliferate psychological knowledge and human relations skills. By translating psychological knowledge to a form that can be used in daily living and by teaching counseling skills to teachers, parents, students, paraprofessionals, and community lay people, the greatest number of people can be served with greatest effectiveness. Pine (1974) noted:

> Under affective or psychological education we are witnessing the return of the teacher-counselor as classroom teachers are being trained to use and implement the techniques of gestalt therapy (Brown, 1971), reality therapy (Glasser, 1969), sensitivity training (Hunter, 1972), rational-emotive therapy (Ellis, 1972), transactional analysis (Freed, 1971), client-centered therapy (Rogers, 1969), Teacher Effectiveness Training (Gordon, 1972), and behavioral therapy (Krumboltz & Krumboltz, 1974). (p. 96)

Pine further stated:

> The training tools and programs are available. Some school counselors have already started delivery of services through training. We cannot afford to wait any longer. It is time to give school counseling away. (p. 97)

A Psychological Education Curriculum

Personal development has become a central focus of education. To achieve personal development, a curriculum component built around "psychological education" is needed to systematically teach and relate basic concepts regarding the understanding of human behavior to all students. The mainstream of schooling should include a curriculum of personal growth that allows behavioral science to be integrated with purpose rather than as an ancillary or incidental condition. The focus of the school curriculum can be broadened to include basic human development goals to enhance the growth of personality and human relations skill. As education moves back to the basics, behavioral science should also become basic to the personal growth of every individual.

Placing behavioral science within a curriculum perspective will require that the psychological education content and process of instruction be examined and implemented with equal comprehensiveness and attention as with other curricular objectives. Likewise instructional skills, resources, and materials will need to be developed to achieve the specified objectives.

There have been some significant efforts directed toward psychological education (behavioral science) curriculum development and instruction. The program for teaching causal thinking developed by Ojemann (1967) in the early'60s is the most energetic effort undertaken in the elementary schools. The elementary school level program was intended to help children understand some of the general principles of human behavior including their own. The causal thinking approach focused on the "causes" of behavior. This was an attempt to provide an explanation of human behavior from a complex, multiple causation point of view. This view was contrasted with an arbitrary, judgmental and, often simplistic explanation, that most teachers and parents teach incidentally in our every day living. The causal thinking curriculum relied on an open ended, non judgmental perception of human behavior. Many of the methods and procedures currently associated with values clarification utilize the same basic tenents.

Can children be expected to understand human behavior priciples? Even though the elementary school aged child is cognitively at concrete operations in terms of Piagetian levels of development, available evidence indicates that children can think about human behavior as a series of causes and begin to appreciate some of the complexities of motivation both in themselves and others (Ojemann, Maxey and Snider, 1965). Part of the teaching skill in such a curriculum requires that the teacher prevent premature closure by concrete thinkers. Likewise, children need help in going beyond the obvious in understanding surface behavior and the more complicated dynamics of why people behave in certain ways (Sprinthall and Ojemann, 1973).

Students in the program become more aware of people's feelings and ideas and more able to experience vicariously the feelings and viewpoints of others. They also become more proficient in understanding and appreciating their own development needs. Thus understanding self and others represents a dual objective. The program is concerned with such topics as:

1. Why people act as they do.
2. Where people get their ideas, attitudes, and values.
3. How different experiences affect people.
4. What the human potential is.

The program has two aspects. One aspect involves helping teachers, administrators, other school personnel, and parents to extend their understanding and appreciation of human behavior so they can provide, through daily interaction, demonstrations of what it means to work with people in an understanding way.

The second aspect of the program involves teaching the human behavior curricular materials to all children. A scope and sequence chart has been developed that outlines the program beginning in the preschool years and building sequentially through the senior high school. Another earlier programmatic viewpoint was presented by Roen (1965). Roen began application of his behavioral science curriculum program in 1963-64 with a class of advanced fourth grade students. He taught weekly lessons in applied and experimental general psychology along with some sociology and anthropology. Roen found his students to be open, not inhibited by preconceptions, and eager to experience and learn more about themselves and life around them. He also became convinced that they were indeed capable of grasping these concepts of psychology, sociology, and anthropology and were able to put these concepts into their own language and within their own frame of reference.

Roen has explored how such behavioral science curriculum can regularly be incorporated into the classroom. He poses questions about who should teach such a curriculum, the reorganization of teacher preparation, and the reactions of administrators, teachers, pupils, and parents. He has found, for example, that personal questions and self-concept concerns are more central to grades four through six than the earlier elementary school. By the fourth grade there is a definite need for materials and teaching methods to respond to those needs. Another major issue is the need for a continous curriculum for lower grades through possible high school--a curriculum that could take simulation and discussion and enable the student to make it relevant and useful to his own life and development.

A program by Long (1971) uses behavioral science as a framework for teaching upper elementary school students. Long emphasizes that this could become a means of establishing a program of mental health education within the schools. This would be a means of systematically leading the children to positive self perception rather than continuing to allow that development to occur haphazardly, if at all.

The format that she found most successful was one based on experience and action. Students conducted unique psychological experiments planned for them by the teacher. After experiencing the principle, there was discussion to examine outcomes of the experiments and how the phenomena would apply to real life. Subject matter was developed from experimental psychology and social concepts, e.g., communication, social facilitation, social pressure.

A final example is the developmental guidance experience (DGE) approach (Gum, 1973) created for the elementary school grade levels. DGE's are structured experiences based on Havighurst's developmental tasks and designed to promote healthy sociopsychological development. Gum believes that these developmental tasks may serve as a bridge between an individual's needs and societal demands.

DGE's are designed to encourage open, frank discussion about all sides of ethical or value issues related to developmental tasks rather than impose some "official" view on students. DGE's are also intended to help students become more aware of their feelings and to practice expressing them. The total framework of such tasks provides a comprehensive network of important psychosocial learnings essential for healthy individual development in our society.

COMMUNICATIONS TRAINING

The quantity and quality of our interpersonal relationships greatly influences our whole life experience. Assuming that each of us wishes that life experience to be successful, fulfilling, and productive, it is important to consider what contributes to satisfactory interpersonal relationships.

Communications skills, the ability to listen and respond effectively to others, are at the core of the relating process. Through communications we are able to share our humanness and to facilitate one anothers' personal growth. Communication is more complex, however, than hearing and talking.

Hearing words and talking does not necessarily mean communication is occuring. There are key elements which comprise a genuine act of communication. These are the skills that bring us cultural competence.

Cultural Competence.

The concept of cultural competence (Ivey, 1977) is central to the notion of psychological education. According to Ivey, the person who is able to relate with self, and others, and society is the individual who has "cultural expertise" (Ivey, 1977, p. 297). His model provides a way of measuring the effects of psychological education on individuals as well as a taxonomy of skills necessary to the culturally competent person. An outline of the Ivey Taxonomy of the Effective Individual follows:

1. Basic Skills of a Culture.

   These are necessary for minimum operation in a given culture and include such behaviors as eye contact, body language, voice tone and speech rate.

2. Communication Skills.

   People who are fully active will be able to listen to others and influence their behavior. They can also use these skills, listening and influence, on themselves.

3. Qualitative Skills.

   The quality of the use of the various listening and influencing skills may be determined.

4. Focus Skills.

   Focus refers to the subject of a sentence. Effective persons may use such subjects, as self, other, a topic, a groups, etc., in their communications.

The behavioral indicators of achievement of minimal level of functioning as a culturally competent person are defined below. They are organized around attending, listening, and responding or influencing skills. Definitions of significant communication behaviors are given along with an example of the behavior being discussed. The definitions are closely related to the level three responses of some of the Scales for Assessment of Interpersonal Functioning found in Appendix B of Carkhuff, (1969).

Basic Cultural Competency Skills

Attending: To attend to another person means to give full attention and consideration to him or her both physically and psychologically. Physical attending means each person in the interaction demonstrates by body posture, eye contact, and facial expression that he or she is interested and involved. Specifically it means facing the other squarely, maintaining good eye contact, maintaining an "open" posture (uncrossed arms and legs), leaning toward the other and remaining relatively relaxed. Psychological attending means being aware of and understanding the other person's verbal and nonverbal behavior. Nonverbal messages are carried by the person's tone of voice, silences, pauses, gestures, facial expressions, and postures. Verbal messages are the actual words the other person is using.

Minimal Levels of Attending

Empathy: Individuals are able to give back the meaning and emotion of another's message in their own words.

Example: Paraphrasing the speaker's statements demonstrates listener attentiveness and understanding. It also "feeds back" to the speaker the message he or she is sending and allows him or her to examine and clarify the message.

Joey: "Last week dad was complaining about my hair and the way I dressed; this week I heard him tell someone how nice I look. He yells at my sister for some things that he ignores when my younger brother does them. I just don't understand him."

Reflection of Content" "Your dad is so inconsistent that you can't really understand him."

Brenda: "I just finished all my homework and my household chores. It's great to have free time."

Reflection of Content: "You've finally gotten everything taken care of so you can have time for yourself."

Respect: Individuals are able to convey a positive regard for another through body posture, facial expression, and verbal communication.

Example: Maintaining eye contact with the speaker and showing interest through leaning forward and nodding or saying "yes", "hmmm", "you seem to understand that," etc. are all ways of conveying respect.

Sue: "I went bowling for the first time over the week-end and thought the balls were just too heavy for kids."

Janet: "Yes" (looking at Sue and showing interest)..

Sue: "For the first half hour I thought I would never want to go bowling again."

Janet: "Hmmm" (looking questioning and surprised).

Sue "After a while, I got interested in keeping score and learned how. I got good enough at it that two teams asked me to keep score for them!"

Janet: "It sounds like you really understand that."

Listening: Listening is an active and concentrated process. Total listening means listening (1) for the content of the message, (2) for the person's feelings and (3) for possible hidden messages. The content of the message is the actual words that the person is using - the thoughts, ideas, opinions and feelings he or she is talking about. The feelings are the emotions that the person is experiencing as he or she is talking.

Johnny: "Tommy won't play with me today. He won't ever do what I want to do!"

Content: Friend's refusal to play.

Feeling: Anger at friend.

Linda "I hate school! It's terrible! Everything is too hard . . . the teacher must think we're in high school or something."

Content: Hatred of school; difficulty of academics.

Feeling: Discouragement, fear of failure.

Sometimes a communication has an underlying or hidden message. The message is not spoken outright or directly but reveals itself in the tone of voice, emphasis and manner of expression.

Herman: "Those guys think that they're so cool. Well I think they're really dumb! Who'd want to join a dumb group like that?"

Hidden Message: "I'm feeling left out."

In order to genuinely understand other people, and get the full meaning of their communications the receiver must attend to and listen for all three levels, content, feeling, and hidden message.

Genuineness: Individuals are able to attend to and respond appropriately to another's message.

Example: In order to respond appropriately to another person's communication, it is necessary not only to attend but to listen. One way of showing that one is listening is to respond on the same topic or to answer in a way that shows one is listening.

Jackson: "I went to the baseball game Saturday and almost caught a foul ball."

Billy: "Hey, that's great. I was at that game too but didn't see you there. Where were you sitting?"

Concreteness: Individuals are able to encourage another person to speak in specific terms about feeling and concerns.

Example: A person who is listening to another person very carefully is able to encourage the speaker to be clearer and understand the fuller meaning behind what is being said.

Sharon: "I got some bad grades on my report card and I really don't want to take it home."

Tanya: "You're worried and maybe a little afraid of showing your report card at home."

Tony: "My mom just told me some great news! She's decided to marry Jim. He's such a neat guy - I really like him!"

Phil: "You're excited and pleased about having Jim in your family."

Responding or Influencing. Responding can be done in different ways and accomplish different purposes - either negative or positive. Some ways of responding close off communication and can create withdrawal, rejection or hostility. Dr. Thomas Gordon, in Parent Effectiveness Training (1970), describes twelve categories of responses which can create negative results:

1. Ordering, Directing, Commanding
   "Stop Complaining!"
   "Don't talk like that!"
2. Warning, Admonishing, Threatening
   "If you do that, you'll be sorry!"
   "You'd better not do that if you know what's good for you!"
3. Exhorting, Moralizing, Preaching
   "You shouldn't act like that."
   "You ought to do this . . ."
4. Advising, Giving Solutions or Suggestions
   "Go make friends with some other girls."
   "The best thing to do is talk to your teacher about that."
5. Lecturing, Teaching, Giving Logical Arguments
   "Children must learn how to get along with each other."
   "School is a wonderful opportunity for enriching your life."
6. Judging, Criticizing, Disagreeing, Blaming
   "You're not thinking clearly."

"That's the most ridiculous idea I've ever heard!"

7. Praising, Agreeing

   "Well, I think you're right."

   "I think you're right."

8. Name - calling, Ridiculing, Shaming

   "Okay, little baby."

   "You're a spoiled brat."

9. Interpreting, Analyzing, Diagnosing

   "You're just saying that to bug me."

   "You feel that way because you're not doing well in school."

10. Reassuring, Sympathizing, Consoling, Supporting

    "You'll feel different tommorrow."

    "Don't worry, things'll work out."

11. Probing, Questioning, Interrogating

    "Who put that idea into your head?"

    "How many other people have you told about this?"

12. Withdrawing, Distracting, Humoring, Diverting

    "Just forget about it."

    "Come on - let's talk about something more pleasant."

This is not to imply that none of the above types of responses are ever appropriate and should not be used in any circumstances. Caution should be used, however, in evaluating the communication situation. If the goal is to encourage further communication, to build understanding and show acceptance, other techniques are more suitable.

Minimal Levels of Responding

Self-Disclosure: Individuals are able to add personal information of interest to another person in keeping with the topic at hand.

Example: A culturally competent person is able to judge when bringing personal material into a conversation will enhance it and make communication or understanding easier.

Bev: "I really get tired of having my brother blame me for things that go wrong."

Lori: "My brother used to do that but I just quit paying attention to him and it's better now."

Confrontation: Individuals are able to recognize and question discrepancies in another's message or behavior.

Example: There are times when another person is disturbing us or infringing on us and we want something to be done about it; often this confrontation with the person occurs in a way that results in his or her feeling put down and having negative feelings. Dr. Thomas Gordon has developed a technique of communication for such situations that is less likely to provoke resistance and hostility. This technique is called using an "I-message." An "I-message" communicates the effect that a certain behavior has on you without suggesting that there is something bad about the person because he or she is engaged in that behavior. "I-messages" also place the responsibility within the person for modifying his or her own behavior.

Situation: You are very tired from a full day's work and you need to sit down and rest awhile. Your five-year-old son keeps pestering you to play with him, getting on your lap, pulling on your arm.

Ineffective Response	"I-message"
"Why don't you go outside and play?"	"I don't feel like playing when I'm tired"
"If you don't stop, I'll scream"	"I cannot rest when someone is crawling on my lap."
"You are being very thoughtless"	"I'm feeling very tired and need some time alone."

The ineffective responses imply an evaluation of the other person and are likely to evoke a response opposite to that desired. An "I-message", on the other hand, is a statement of fact and communicates that you trust the other person to handle the situation constructively and to respect your needs. While this technique will not resolve every situation satisfactorily, it can have remarkable results and is an invaluable communication tool.

Immediacy: Individuals are able to recognize the current dynamics between themselves and another person.

Example: Being aware of the comfort or discomfort, good feelings or bad feelings that are going on at the moment as two or more people interact is a responding skill that denotes cultural competence.

Brent: (as Brent and Ed work together on a model plane) "I really feel good now working with you because we seem to know what the other is going to do next."

Self-Exploration: Individuals are able to introduce appropriate personal material that may lead to new understanding of their feelings, their world, or themselves.

Example: Being able to appropriately self-disclose can lead to more effective responding and communication. Appropriate self-disclosure hinges on the who, what, and where of the disclosure or exploration. Moderate self-disclosure seems to be a good indicator of effective cultural competence.

Child to a teacher in private: "I am having trouble learning to multiply. I think it is because I can't study at home when my brother crys all the time."

An effective person in any society is able to communicate well with others. Good communication involves many skills; these skills can be taught and learned. Relating to others requires efficient communication skills. Communications training can help children be more culturally competent which includes being able to attend, listen, and respond to or influence others.

The following small group lesson is included to illustrate a specific goal, specific objective, and accompanying performance objectives and how they may be taught to children in an interesting, organized, sequential manner.

A complete listing of goals and objectives for communication training for grades 4, 5, and 6 completes the discussion of communication as it relates to psychological education.

A Can of Feeling Makers

Goal: C. Individuals will develop skills in effective verbal expression.

Developmental Objective: C.1.3 a.b.c. Individuals will be able to demostrate appropriate self-disclosing techniques in interpersonal interactions.

Performance Objective:
a. Individuals are able to identify their own immediate feelings.
b. Individuals are able to appropriately verbalize their immediate feelings in a variety of interpersonal interaction.
c. Individuals are able to indicate their immediate feelings appropriately in a nonverbal manner in a variety of interpersonal interactions.

Materials and Resources:
1) A Can of Feeling Makers for use in a verbal-non-verbal game of identifying feelings. (the feeling makers may be cut apart and placed in a large tin can that has been covered with fabric or adhesive paper.)
2) log sheet for partners to fill out on friends.

Procedure:
1. Discuss hidden messages. Be sure to have the situation in which the hidden message occurred described.
2. Discuss the "why" of the use of hidden messages and the effect they have on communication between people.
3. Review some feeling words before doing the Can of Feeling Makers activity.
4. Have the children form a circle on the floor with the Can of Feeling Makers in the center. A volunteer may select a slip of paper from the Can, read the situation and express the immediate feeling he or she might have in that situation either verbally or non-verbally as indicated on the slip.
5. Have each child choose a partner to whom he/she is to express feelings for the next few days. The partner is to keep a log of feelings expressed by his/her friend; that is, the partner writes down the situation and the feelings expressed, either verbal or non-verbal for his/her friend over the course of a few days. The logs are to be used in the next group meeting.

Evaluations: Built into the game.

Situations for a Can of Feeling Makers

Someone calls you a bad name during recess.

How do you feel? (verbal)

Your father comes up the drive with a new bike for you.

How do you feel? (non-verbal)

Someone tells you you did a nice job on your English report.

How do you feel? (verbal)

Someone tells you to shut-up.

How do you feel? (non-verbal)

Your dog gets hit by a car.

How do you feel? (verbal)

Situations for a Can of Feeling Makers con't.

The ball game is stopped just as you come to bat.

How do you feel? (non-verbal)

Your drawing is selected for display in the main hall bullentin board.

How do you feel? (verbal)

Your brother wins a prize as best broad jumper in his grade.

How do you feel? (non-verbal)

Your best friend sees you in the store and brings his/her mother to meet you.

How do you feel? (verbal)

Plans for your family to visit an amusement park are cancelled.

How do you feel? (non-verbal)

Situations for A Can of Feeling Makers, concluded

The new pup tears up your favorite space poster.

How do you feel? (verbal)

Someone you know from school sees you but ignores you.

How do you feel? (non-verbal)

LOG SHEET

To be filled out by a partner on the friend who chose him/her.

Name of Friend____________________ (observed) Name of Partner______________ (observor)

	Situation	feeling expressed	verbal	non-verbal
Example:	fell off swing; scraped knee	pain; scared		crying

COMMUNICATION TRAINING

Goals and Objectives

COMMUNICATION TRAINING

A. Individuals will develop basic cultural skills necessary to effective communication.

Grade Level 4	1.1	Individuals will be aware of appropriate physical behavior necessary to effective communication in a group.
		a. Individuals are able to define physical behavior. b. Individuals are able to recognize appropriate voice levels in a classroom and on a playground. c. Individuals are able to recognize appropriate speech rate in a group.
Grade Level 5	1.2	Individuals will understand appropriate physical behavior necessary to effective communication in a group.
		a. Individuals are able to provide examples of appropriate physical behavior in a group. b. Individuals are able to interpret physical behavior as appropriate or inappropriate in an example situation.
Grade Level 6	1.3	Individuals will demonstrate appropriate physical behavior necessary to effective communication in a group.
		a. Individuals are able to use appropriate voice level in a variety of group situations. b. Individuals are able to use appropriate speech rate in a variety of group situations. c. Individuals are able to use appropriate physical posture necessary for effective communication in a group.
Grade Level 4	2.1	Individuals will be aware of ways of attending and responding in a group situation.
		a. Individuals are able to name ways of attending in a group situation. b. Individuals are able to name ways of responding in a group situation.

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c. Individuals are able to recognize when they or someone else is attending to a speaker in a group situation.
d. Individuals are able to recognize when someone is maintaining eye contact with them.
e. Individuals are able to recognize when they are maintaining eye contact with someone else.
f. Individuals are able to recognize body posture that denotes attending.

Grade Level 5

2.2 Individuals will understand ways of attending and responding in a group situation.

a. Individuals are able to provide examples of ways of attending in a group situation.
b. Individuals are able to provide examples of ways of responding in a group situation.
c. Individuals are able to explain the meaning of eye contact in attending during a group situation.
d. Individuals are able to provide examples of physical attending and responding behavior in a group situation.

Grade Level 6

2.3 Individuals will demonstrate ways of attending and responding in a group situation.

a. Individuals are able to use eye contact when speaking to someone and when being spoken to in group interactions.
b. Individuals are able to use attending postures while listening during group interaction.
c. Individuals are able to use appropriate responses during group interactions.

Grade Level 4

3.1 Individuals will be aware of their own response and contribution to group interaction.

a. Individuals are able to define response.
b. Individuals are able to define contribution.
c. Individuals are able to recognize verbal or non-verbal responses they give during group interactions.

d. Individuals are able to recognize a verbal or nonverbal contribution to group interaction.

Grade Level 5 — 3.2 Individuals will understand their own responses and contributions to group interaction.

a. Individuals are able to provide examples of their own responses to a group situation.
b. Individuals are able to provide examples of their own contributions to group interaction.

Grade Level 6 — 3.3 Individuals are able to demonstrate responding and contributing during group interactions.

a. Individuals are able to respond appropriately in a variety of group situations.
b. Individuals contribute positively to group interactions in a variety of group situations.

B. Individuals will develop active listening skills necessary to effective interpersonal interactions.

Grade Level 4 — 1.1 Individuals will be aware that they can listen to what another person is saying.

a. Individuals are able to define listen.
b. Individuals are able to recognize the basic content of what another person is saying.
c. Individuals are able to recognize when a person has not correctly repeated the content of what another person says.

Grade Level 5 — 1.2 Individuals will understand that they can listen to what another person is saying.

a. Individuals are able to interpret in their own words that basic content of what another person is saying.
b. Individuals are able to provide examples of situations when a person does not correctly repeat the content of what another person says.

Grade Level 6

1.3 Individuals will demonstrate that they can listen to what another person is saying.

a. In a variety of situations, individuals are able to repeat the basic content of what another person is saying.
b. In a variety of situations, individuals are able to verbally indicate when a person has not correctly repeated the content of what another person says and what was incorrect in the repetition.

Grade Level 4

2.1 Individuals will be aware that a speaker may express feelings.

a. Individuals are able to identify the speaker in interpersonal interactions.
b. Individuals are able to identify whether a speaker is expressing feelings of being happy or of being upset.
c. Individuals are able to identify whether a speaker is expressing feelings of happiness, sadness, anger, or fear.
d. Individuals are able to identify a variety of words that describe the feelings a speaker may be expressing.

Grade Level 5

2.2 Individuals will understand that a speaker may express feelings.

a. Individuals are able to interpret whether a speaker is expressing feelings of being happy or of being upset.
b. Individuals are able to interpret whether a speaker is expressing feelings of happiness, sadness, anger, or fear.
c. Individuals are able to provide examples of a variety of words that describe the feelings a speaker may be expressing.

Grade Level 6

2.3 Individuals will demonstrate that they can listen for a speaker's feelings.

a. For a variety of situations, individuals are able to indicate 1) whether a speaker is expressing feelings of being happy or being upset and 2) the reasons for their decisions.
b. For a variety of situations, individuals are able to indicate 1) whether a speaker is expressing the feelings of happiness, sadness, anger, or fear and 2) the reasons for their decisions.
c. Individuals are able to present a variety of words that describe the feeling a speaker may be expressing.

Grade Level 4 — 3.1 Individuals will be aware that a speaker may express hidden messages in a communication.

a. Individuals are able to define hidden messages.
b. Individuals are able to recognize when a speaker is sending hidden messages.

Grade Level 5 — 3.2 Individuals will understand that a speaker may express hidden messages in a communication.

a. Individuals are able to explain what is meant by hidden messages.
b. Individuals are able to provide examples of situations when speakers were expressing hidden messages.

Grade Level6 — 3.3 Individuals will demonstrate that they can recognize hidden messages in a speaker's communication.

a. In a variety of situations, individuals are able to indicate when a speaker is sending hidden messages.
b. In a variety of situations, individuals are able to state the hidden message a speaker is sending.

C. Individuals will develop skills in effective verbal expression.

Grade Level 4 — 1.1 Individuals will be aware of appropriate self-disclosing techniques in interpersonal interactions.

a. Individuals are able to define self-disclosing.
b. Individuals are able to recognize that identification of their feelings is preliminary to self-disclosing techniques.
c. Individuals are able to recognize verbal self-disclosing techniques.
d. Individuals are able to recognize nonverbal self-closing techniques.
e. Individuals are able to identify situations where and when it is appropriate to disclose their feelings.

Grade Level 5

1.2 Individuals will understand appropriate self-disclosing techniques in interpersonal interaction.

a. Individuals are able to explain why identification of their feelings is preliminary to self-disclosing techniques.
b. Individuals are able to provide examples of verbal self-disclosing techniques.
c. Individuals are able to provide examples of nonverbal self-disclosing techniques
d. Individuals are able to provide examples of situations where and when it is appropriate to disclose their feelings.

Grade Level 6

1.3 Individuals will be able to demonstrate appropriate self-disclosing techniques in interpersonal interactions.

a. Individuals are able to identify their own immediate feelings.
b. Individuals are able to appropriately verbalize their immediate feelings in a variety of interpersonal interactions
c. Individuals are able to indicate their immediate feelings appropriately in a nonverbal manner in a variety of interpersonal interactions.

Grade Level 4

2.1 Individuals will be aware of appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

a. Individuals are able to recognize that stating the feelings of another in their own words is an appropriate reaction technique.
b. Individuals are able to recognize that communicating concern for another's feeling, statements, and uniqueness as a person through integration of body posture and accurate verbal response is an appropriate reaction technique.
c. Individuals are able to recognize that helping others discuss their feelings in concrete ways is an appropriate reaction technique.
d. Individuals are able to recognize that the volunteering of personal information can be an appropriate reaction technique.
e. Individuals are able to recognize that responding in a manner that communicates understanding and respect is an appropriate reaction technique.

Grade Level 5

2.2 Individuals will understand appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

a. Individuals are able to explain why stating the feelings of another in their own words is an appropriate reaction technique.
b. Individuals are able to explain why communicating concern for another's feelings, statements, and uniqueness as a person through integrations of body posture and accurate verbal response is an appropriate reaction technique.
c. Individuals are able to explain why helping others discuss their feelings in concrete ways is an appropriate reaction technique.
d. Individuals are able to explain why the volunteering of personal information can be an appropriate reaction technique.
e. Individuals are able to explain why responding in a manner that communicates understanding and respect is an appropriate reaction technique.

Grade Level 6

2.3 Individuals will demonstrate appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

a. During a variety of interpersonal interaction, individuals are able to state the feelings of another in their own words.
b. During a variety of interpersonal interactions, individuals are able to communicate concern for another's feelings, statements, and uniqueness as a person through integration of body posture and accurate verbal response.
c. During a variety of interpersonal interactions, individuals are able to help others discuss their feelings in concrete ways.
d. During a variety of interpersonal interactions, individuals are able to volunteer personal information.
e. During a variety of interpersonal interactions, individuals are able to respond to a situation and feeling in a manner that communicates understanding and respect.

Grade Level 5

3.1 Individuals will be aware of the basic ability to question or refuse, or challenge another in interpersonal interactions.

a. Individuals are able to recognize that there are times when it is appropriate to question another in terms of "when" and "how".
b. Individuals are able to recognize that there are times when it is appropriate to refuse another's request.
c. Individuals are able to define "I-messages".
d. Individuals are able to recognize that there are times when it is appropriate to challenge another by stating their own feelings and position in the form of an "I-message".

Grade Level 6

3.2 Individuals will understand the basic ability to question or refuse, or challenge another in interpersonal interactions.

a. Individuals are able to provide examples of times when it is appropriate to question another in terms of "when" and "how".
b. During a variety of interpersonal interactions, individuals are able to appropriately refuse another's request.

c. During a variety of interpersonal interactions, individuals are able to appropriately state their own feelings and positions by giving an "I-message" to another.

UNDERSTANDING BEHAVIOR

When children are asked randomly what special problems they might like to discuss with a counselor or in a counseling group, they frequently ask: "Why does _______________ keep hitting me? How can I get them to stop? or What makes _______________ keep bothering me in class? or I wish people liked to be with me. How can I make friends? Children are begging for an efficient means of understanding behavior and an effective way of responding to misbehavior. This second part of psychological education attempts to help children understand why others, particularly their peers, act the way they do and eventually why they, themselves act the way they do. A section on understanding behavior should not stop at that point, however. Children can be given the means to understand how they contribute to misbehavior and how they might change their actions from fostering the misbehaving person's false beliefs and eventually encourage that person toward more positive behavior.

Understanding Behavior: Adlerian Style

It has been found that of the many explanations of behavior, the Adlerian-based philosophy is most helpful and effective for children. This viewpoint explains behavior in terms of patterns and purposes rather than in terms of cause and effect. The search for causes in past experience to explain current behavior seems neither useful nor productive. The current behavior of the individual provides the explanation for the action since it points toward or achieves something for the person; it brings about a certain benefit. Find the purpose, the goal or benefit, and you will understand why a person is behaving in a certain way. Recognition that all behavior has a purpose develops from the fundamental belief that we are all social beings whose main goal in life is to belong. Each of us strives continually to find and maintain a place where we feel significance. In our search, we select beliefs, feelings, and behaviors that help us feel worthwhile.

Another important tenet of Adlerian psychology is that everyone is equal in human worth and dignity. This is not to say that everyone is the same. We vary in physical abilities, knowledge, experiences, opportunities, and responsibilities. However, we all are equally entitled to respect and are neither superior to, nor inferior to, any other person regardless of age, sex, race, or social status.

In summary, the key elements to remember in using this psychology to understand human behavior are:

1. The main goal in life is to belong to and maintain a place of significance.
2. All behavior has a purpose and is directed toward that goal.
3. Everyone is equal in worth and dignity.

Applying these principles to individuals, people choose behavior with the conscious or unconscious belief that it will bring them a feeling of significance or importance. Generally, positive behavior is the first avenue of choice. If, however, individuals find that they do not experience significance through positive behavior, they become discouraged and may begin trying negative behavior to achieve feelings of worth. The belief, consciously or unconsciously, is "I can't make it by being good, so I'll make it by being bad." This develops into a faulty perception that they can belong, have a place of significance, _only_ through negative behavior.

Identification of the goal or purpose of a child's behavior is necessary in order to understand the behavior, and to develop alternatives for making behavior changes. Since all behavior serves a purpose, goals are revealed by the consequences, the results, that they bring. Two techniques can be used in goal identification:

1. Observe your own reaction to the child's behavior. YOUR FEELINGS point to the child's goals.
2. Observe the child's reaction your attempts at correction, THE CHILD'S RESPONSE TO YOUR BEHAVIOR will also let you know what the child's after.

In summary train yourself to look at the results of behavior rather that just the behavior. The results of the behavior reveal its purpose.

Dreikurs, a prominent psychiatrist, has translated this information into a practical format for understanding the misbehavior of children. He has classified misbehavior into four broad categories or goals. These goals remain present in the behavior of older children and adults, but additional purposes influence misbehavior as a person matures.

A Goal of Misbehavior: Attention

The first goal Dreikurs identified is the goal of attention. All children desire attention and prefer to get attention in useful ways; but if they cannot get it that way, they seek attention in useless ways. If a child believes that one can only belong by receiving attention, the child will prefer negative attertion to being ignored.

To help attention-seeking children, focus on constructive behavior and either ignore the misbehavior or pay attention to it in unexpected ways. Attention-seeking children should come to experience, through our responses, that they can achieve significance through useful contributions rather than through useless bids for attention or service.

A Goal of Misbehavior: Power

The goal of power is sought by children who believe they are significant only when they are boss. Consequently, they do only what they want to do. When dealing with power-seeking children, it is important to disengage oneself from the power struggle and to refrain from getting angry. Children with this goal must come to realize that power is not a solution for attaining significance. Using power tactics to counter their bids for power only reinforces the children's power-seeking. They become impressed with the values of power and their desire for it increases.

A Goal of Misbehavior: Revenge

Children who seek the goal of revenge are convinced that they are not loveable and are signficant only when they are able to hurt others as they believe they have been hurt. They find their place by being cruel and disliked.

To help the revengeful child, avoid retaliation, remain calm, and show good will. It is important to build a good relationship with the child so that the or she can change the self-image of "unloveableness". This does not mean approval of the behavior, but communicating acceptance and concern for the child in spite of it.

A Goal Of Misbehavior: Display of Inadequacy

Children who display inadequacy, disability or helplessness are extremely discouraged. They have given up; they believe they have no hope of being successful. They attempt to keep others from expecting anything of them either. This may be true in all, or some specific areas.

In order to help children who feel inadequate, confidence must be reinstilled. This is done by avoiding criticism or ridicule and encouraging the children through recognition of assets and strengths.

Summarizing the Goal of Misbehavior

The following chart, taken from Systematic Training for Effective Parenting (Dinkmeyer and McKay, 1976) summarize the faulty beliefs children may acquire about themselves, the goal served by the misbehavior, the feeling and reactions of others to the misbehavior, the typical response of the children attempts at correction, and alternatives for the adult to consider.

THE GOALS OF MISBEHAVIOR

Child's aulty Belief	Child's Goal	Adults' Feeling and Reaction	Child's Response to Adults' Attempts at Correction	Alternatives for Adults'
I belong only when I am being noticed or served.	Attention	FEELING: Annoyed REACTION: Tendency to remind and coax	Temporarily stops misbehavior. Later resumes same behavior or disturbes in another way.	Ignore misbehavior when possible. Give attention for positive behavior when child is not making a bid for it. Avoid undue service. Realize that reminding, punishing, rewarding, coaxing, and service are undue attention.
I belong only when I am in control or am boss, or when I am proving no one can boss me!	Power	FEELING: Angry; provoked; as if one's authority is threatened REACTION: Tendency to fight or to give in.	Active- or passive-aggressiveness mis behavior is intensified, or child submits with "defiant compliance."	With draw from conflict. Help child see how to use power constructively by appealing for child's help and enlisting cooperation. Realize that fighting or giving in only increases child's desire for power.
I belong only by hurting others as I feel hurt. I cannot be loved.	Revenge	FEELING: Deeply hurt. REACTION: Tendency to retaliate and get even.	Seeks further revenge by intensifying misbehavior or choosing another weapon.	Avoid feeling hurt. Avoid punishment and retaliation. Building trusting relationship; convince child that she or he is loved.
I belong only by convincing others not to expect anythings from me. I am unable; I am helpless	Display of Inadequacy	FEELING: Despair; hopelessness. "I give up." REACTION: Tendency to agree with child that nothing can be	Passively responds or faily to respond to whatever is done. Shows no improvement.	Stop all criticism. Encourage any positive attempt, no matter how small focus on assets. Above all, don't be hooked into pity, and don't give up.

The Goals of Positive Behavior

Children also need to know that behaviors which are helpful to themselves and others are goal oriented. The emphasis on positive behaviors is encouraging in itself. For children who are beginning to recognize why their misbehavior takes place, the goals of positive behavior represent concrete replacement behaviors to be concentrated on. The four goals of positive behavior are summarized in the following chart.

THE GOALS OF POSITIVE BEHAVIOR

Child's Belief	Goal	Behavior	How to Encourage Positive Goals
I belong by contributing.	Attention Involvement Contribution	Helps. Volunteers.	Let child know the contribution counts and that you appreciate it.
I can decide and be responsible for my behavior.	Power Autonomy Responsibility for own behavior	Show self-discipline. Does own work. Is resourceful.	Encourage child's decision making. Let child experience both positive and negative outcomes. Express confidence in child.
I am interested in cooperating.	Justice Fairness	Returns kindness for hurt. Ignores belittling comments.	Let child know you appreciate his or her interest in cooperating.
I can decide to withdraw from conflict.	Withdrawal from conflict Refusal to fight Acceptance of others' opinions	Ignores provocations. Withdraws from power contest to decide own behavior.	Recognize child's effort to act maturely.

Guiding Students in Understanding Behavior.

The key to teaching the previously mentioned theories and beliefs to students is to intersperse discussion sessions with activity-oriented sessions. This will encourage high interest and enthusiasm. The imagination of the leader is the only limit. The charts describing the goals of behavior may be adapted to the students' language and level of understanding. "Homemade" games based on such examples as the *Ungame* or the *Can of Squirms* can be developed to reinforce the goals of behavior or to learn about encouragement. Role playing can also be especially effective in reinforcing this type of learning. As students become more and more familiar with understanding behavior, they may be given homework assignments where they can apply what they have learned during group session.

Students usually follow a predictable pattern when learning about why people act the way they do. They are enthusiastic about this new knowledge and often are able to supply examples of misbehavior. Eventually they learn to examine the behavior closely, describe the goal the person is seeking, and what the best way to respond to that person would be. As time goes on they are able to practice that response with more and more ease.

Characteristically, however, it is always easier to look at the other person than at ourselves. A skillful leader is able to guide the students in an objective and noncondemning way to take a closer look at their own misbehaviors. An atmosphere of acceptance and care will soon put most students at ease and enable them to be candid with themselves and others.

Practical Applications. Teaching students a model for understanding behavior is really not enough by itself. The maximum benefit will be experienced when such premises as equality, cooperation, realistic expectations, and encouragement take place in the classroom, in group meetings, and hopefully in the home. How much more will students allow this new knowledge to become a part of themselves if they are able to see it actually working in their world around them.

Practical Applications: Equality. Mutual respect is basic to developing feelings of equality in human worth and dignity. In the classroom it means more than seeing a person of value as a resource to be developed. Mutual respect means treating members with respect, recognizing the worth of their ideas, accepting their plans and contributions, and also, when necessary, rejecting some contributions as being of no value in a particular situation, while at the same time not rejecting the contributor.

Respect implies that the other person has something to offer as well as the right and ability to offer it. Mutual respect is based upon acceptance of the quality of human being, independent of individual differences, of knowledge, information, abilities, and position.

The following suggestions promote a posture of mutal respect and foster reciprocal equality behavior in others.

1. Disclosure of feelings demonstrates faith and trust in the relationship and in the strength of the other person. Genuine fear and concerns can be shared along with optimism and belief in the person's ability to overcome problems.
2. Commitment of time and effort implies worthwhileness. A willingness to take away time and effort from some other pleasureable or desireable activities demonstrates caring and respect for the relationship. This willingness to invest also relieves the pressure for instant success and expresses confidence in future growth.
3. Exploration and risking together develops a sense of belonging that comes from struggling together. Exploring situations, problems, and tasks together exposes humanness (imperfections) and integrities (strengths). This shared exploration builds the foundation for nonthreatening involvement in other situations. An accomplishment reached together also provides evidence of strength and justification for further involvement.
4. Providing opportunities for choice manifests confidence in the individual's ability to behave responsibly. Individuals are permitted, within limits, to make decisions and to be accountable for these decisions.

5. Faith in the benefits of personal and social interest encourages acceptance and appreciation of the uniqueness of individuals. Approaching individuals with the attitude of "what is there about this person that I can find interesting" results in natural, honest, no-manipulative reaction. Faith in the premise that every human being is interesting and worthwhile allows relationships to be natural and role free.

Cooperation, an Alternative to Competition.

The belief in the quality of all is often distorted, if not completely destroyed, by the highly competitive nature of the educational system. Competition is usually justified as a necessary means to motivate children to learn and to perform. Competition does motivate; it serves to motivate the elite few to higher achievement and reinforces the students' concern for selfish interests, personal glory and status, and disregard for the next fellow who is pushed down by the ambition of the successful. On the other hand, competition motivates the loser to withdraw, avoid, hate school, and drop out.

Grading, promotion, ranking, tracking, and labeling in schools all pits one person against another. This competitive relationship is not necessary in order to educate children and, in fact, may be detrimental to the education and mental health of the majority. The failure experienced in competition leads to discouragement which, in turn, leads to problem behavior and further discouragement. Feelings of mistrust, hate, and suspicion are reinforced.

Cooperation is an alternative to competition. In the classroom this means consideration for the rights and interests of others while standing up for one's own rights. It also means accepting responsibility for one's own behavior and achievement, regardless of what others do.

In a cooperative classroom, teacher and students plan and work toward individually established goals. Achievement is measured through the individual child's rate of progress rather than through comparison with other children. Labeling and rank-ordering are eliminated and mistakes and "wrong answers" are replaced with a nonjudgemental "try again" climate. Children are encouraged to be supportive and helpful to each other and are given opportunities to assist one another.

A cooperative atmosphere develops feelings of trust, respect, commitment, and confidence. In such a climate, children find significance in positive behaviors such as involvement, contribution, and responsibleness. In contrast, if we permit competition to be our primary means of motivation, we will eventually pay the price in persons attempting to be significant in non-productive ways such as illness, vandalism, suicide, dropping out, and drug abuse.

Practical Applications: The Right to Make Mistakes

The concern for perfection leads to discouragement and often to problem behavior. Intellectually we may acknowledge that perfection is not possible, but practically we continue to expect it, and strive after it especially in our schools. This unrealistic expectation manifests itself in the fear of making mistakes. Making a mistake is interpreted as a sign of inferiority, not being good enough, and not measuring up. This leads to feeling degraded, a loss of respect for self and loss of belief in one's own ability. A preoccupation with the importance of mistakes develops, and we can no longer take errors in stride. Consequently, we become more prone to making mistakes. Our overconcern with making a mistake and our fear that we might make a mistake, set the stage for doing so, reinforcing the probability of mistake making in the future.

Intentionally or unintentionally, the routine of our schools reinforces these false beliefs. In the majority of tests given to students, the final mark does not depend on how much the student knew, but on how many mistakes were made. If a mistake was made, the student is expected to focus on it regardless of how much was contributed on other parts of the examination. Mistakes determine the value. Both at home and at school, children find that what they did wrong and what they could do wrong are constantly being pointed out to them. We impress upon them their deficiencies and their limitations while at the same we wish to drive them on to be much more than they can be. In this way we unwittingly add to the already tremendous discouragement of our children. For every one child who studies and grows and learns and applies himself, driven by this fear of not being good enough, there are literally thousand who give up trying to be good and important as parent and teacher want, and switch to useless behavior. Society suffers the consequences in vandalism, failure, violence, noninvolvement, and crime.

A change of focus is needed to offset this problem. We have to minimize the mistakes that children make and emphasize all the good things, not which they could do, but which they *do* do. Children need to be provided with ample opportunities to experience their own strengths. In addition, teachers and other adults can promote positive attitudes toward mistakes through personal example and through direct teaching. When an adult is unafraid to acknowledge his or her own mistakes and uses them as opportunities for further learning, children may learn to accept their own more readily and to take advantage of them. This philosophy should also be fostered through teaching the concept that mistakes are steppingstones for growth; they indicate the appropriate direction for future learning. When this philosophy characterizes teacher-child interactions, and when teachers use the process of encouragement in the classroom there will be less failure and fewer behavior problems.

BEHAVIOR CHANGE

Psychological Education provides children with the tools to get along with others, to understand their own and others' behavior, and to change their own behavior. In order to turn these latter tools over to children for their own use, we as educators need to understand the techniques of behavior change.

Behavior change is a major focus of education. For example, we attempt to change children's behavior toward books by teaching them to read. We change their attitude toward the world around them by teaching them science. We also attempt to teach children to behave differently toward each other, ourselves, and toward the tasks we ask them to try. This latter kind of behavior change is often the most difficult to accomplish. Examples of this kind of behavior change would be encouraging a child to stop fighting, to stop lying, to begin doing homework, to sit in a chair long enough to complete a written assignment, and to use non-foul language.

Whenever we attempt to change a child's behavior, we are modifying behavior. The means by which we do this is really behavior modification whatever else we might call it, e.g. teaching, reward, punishment, etc. In order to be really effective behavior changers ourselves, or to be effective behavior changer teachers, we need the basic understanding of some behavior change or modification concepts.

No attempt is made here to completely explain behavior modification;

there are many good sources of reference for the person who wants a total discussion of behavior modification theory and techniques. What is presented here represents the basic understanding necessary for the educator who wishes to use and teach behavior change techniques to children.

Reinforcement

The term "reinforcement" is broad since it refers to any process or consequence of a response that is likely to affect its future occurrence. There are several kinds of reinforcement: positive reinforcement, punishment, and negative reinforcement. There are primary and secondary reinforcers and self-reinforcement.

Positive reinforcement occurs when a reward is presented following a desired behavior.

Punishment occurs when a reward is withdrawn or when punishment, i.e. spanking, is presented.

Negative reinforcement occurs when punishment is withdrawn.

Primary reinforcers are substances or activities that meet biological needs such as food, water, freedom of movement, etc.

Secondary reinforcers are substances or activities that have acquired reinforcement value. These can be anything since any stimulus that is paired with and occurs prior to a primary reinforcer can acquire reinforcement value. Money is a good example of a secondary reinforcer.

Self-reinforcement refers to images, thoughts, and recalled experiences that have positive and negative associations for the individual.

The following section on punishment may help to make clear the distinction between positive and negative reinforcement and punishment.

Punishment

Punishment or the threat of punishment is viewed by most parents and teachers as a bonafide method to be used to motivate children. While this may be the expressed purpose for using punishment most benefits of punishment relate directly to those doing the punishing. Following are some direct benefits for teachers and parents to use punishment:

-We get relief from current discomforts.

-We can see immediate effects.

-We can take less time.

-We get a feeling of being in control.

-We have a simple, concrete action plan.

Parents and teachers get reinforced for using punishment because it provides temporary relief from uncomfortable situations and it allows one to maintain a feeling of worth as we become a primary locus of control. Often we use punishment as a means of getting even (retailation) for the pain, frustration, and threat that we adults are suffering.

What does punishment or the threat of punishment do for the child? Imagine the situation of the parents who try to teach their child mainly by scolding rather than by encouragement. The child misbehaves, they catch him or her and scold him or her, and he or she stops for now.

Scolding and criticizing seem to work. The parent is reinforced for scolding. by the child stopping his or her misbehavior for awhile. Parents are being reinforced for scolding. The very same behaviors they do not want may be increased. It will then be necessary to scold more. Hollering, nagging, and screaming are ways that parents are paying attention to their child. If the child wants "attention", and nagging is "attention", then the child is being reinforced for his or her misbehavior. This fulfills the child's purpose. Remember, all behavior, whether appropriate or inappropriate, if reinforced, will tend to be repeated.

There are other negatives associated with the punishment process. Negative reinforcement results from the threat of punishment. Negative reinforcement is when a person does something to remove the possibility or existence of an unpleasant experience. If you say to the child, "Stop that or I will spank you" and the child knows you mean it, he will stop whatever he or she is doing to avoid the unpleasant and painful experience of spanking. Negative reinforcement encourages avoidance behavior. If the child knows the threat of punishment exists for a certain behavior the child will avoid behaving that way; he or she is thus indirectly reinforced for this avoidance by not having to experience unpleasant consequences.

Negative reinforcement is obviously different from positive reinforcement. The former encourages avoidance behaviors which may or may not be good (i.e., if the child avoided the unpleasant consequences by running away from home this would not be good); the latter encourages the desired behaviors because of predictably pleasant consequences which encourage the behavior to be repeated.

Negative reinforcement is the result of the threat of punishment while punishment is the actual presentation of an unpleasant consequence for inappropriate behavior. Punishment leads to escape behavior (i.e. after spanking, the child may decide to escape the whole affair by running away or withdrawing from social contact to another part of the house or neighborhood). Now both negative reinforcement and punishment can lead to another undesirable consequence - defensive reaction by an individual (i.e. the child may learn to lie or blame others).

Thus, the wrong use of negative reinforcement, or punishment can lead to:

1. avoidance behavior
2. escape behavior
3. defensive reactions

Parents and teachers should avoid physical punishment such as hitting their children because they want to teach their child to come to them when he or she needs help or has problems. The major effect of punishment is to teach children to avoid and escape from those who punish. Some of the avoidance and escape behaviors learned by children are:

CHEATING: avoiding the punishment that goes with being wrong.

TRUANCY: avoiding or escaping the many punishments which go with school failure, poor teaching, punitive administration of school.

RUNNING: escaping the many punishments parents and teachers can use.
LYING: avoiding the punishment that follows doing something wrong.
SNEAKING: avoiding being caught "misbehaving."

The use of physical forms of punishment shows a child how to be aggressive to others. Children imitate or model what they see adults doing. Scientists have shown that children whose parents show much aggression toward them in the form of punishment are more aggressive with other children. In summary, punishment teaches negative attitudes (hate and fear) toward the punishing person, as well as teaching children to avoid persons in the future.

Reinforcers

The use of reinforcers with children in behavior modification techniques in schools is mainly concentrated on secondary reinforcers. These reinforcers can be concrete objects such as toys, gum or candy, praise or affection, or a generalized reinforcer such as money or tokens which can purchase concrete reinforcers of various values or such non-concrete rewards as time with a person, participation in an activity, etc. The following examples of use of reinforcers to change children's behavior make use of both attention and tokens for behavior change purposes. Examples of the use of reinforcers in changing children's behavior follow.

Modification of Aggressive and Disruptive Behaviors

Purpose: To divert attention to the children who have been assaulted.

Age/Grade: 4 and 5 year old youngsters.

Description:

Materials: A card to record a boy's frequency of hitting, kicking, spitting, and running off with other children's toys.

Method:

1. On the first day of modification the teachers were instructed to give their undivided attention to the child who had been assaulted, while keeping their backs to the misbehaving boy. Nine episodes of aggressive behavior were tallied on this day.

2. During the next 11 sessions, there was a marked decrease (an average of three per session).

3. During the twelfth session there was an upswing to seven episodes. There was then a gradual decrease.

4. A zero rate was recorded for the remainder of the session.

Token Reinforcement Program

Purpose: To reinforce the following of class rules, quality of participation in class discussion and/or accuracy of spelling and arithmetic work.

Age/Grade: Applicable to many age groups by changing types of reinforcers used.

Description:

Materials:
1. Points or tokens for each child.
2. A variety of reinforcers such as candy, pennants, dolls, comics, etc. so that at least one item would be a reinforcer for each child.

Method:
1. Establish classroom rules and work standards to be reached.
2. Child chooses reinforcer he wants to work for.
3. Performance rated at set times during the day.
4. Points or tokens given according to rating achieved.
5. Child is given chosen reinforcer if he has earned it or goes on to work for more points or tokens.

Comments: Before instituting this procedure the teacher must establish methods she will use in evaluating behavior, values to be given tokens and prizes and times during the day when ratings will be taken and reinforcers awarded. A chart stating all the terms involved might be posted to avoid confusion. Care will need to be taken to avoid as much subjectiveness as possible. Token reinforcement programs are more effective for some children than for others, but they are relatively easy to modify to meet different situations and different groups.

Token Reinforcer System

Purpose: To improve reading skill

Age/Grade: Junior high age.

Description: For each reading lesson successfully completed the student is rewarded with tokens. Three types of tokens suggested:
Blue: 1/10 cent
Yellow: 1/5 cent
Red: 1/2 cent
Tokens may be used to purchase desired rewards: candy bars, soda, fruit, free time, library time, games, etc.

Materials:
1. Tokens
2. Reading lists or words to learn (flash cards)
3. Stories using words learned from reading lists

Method:
1. For each new word learned: blue token is given.
2. For each word used in sentence correctly: yellow token.
3. Each reading lesson successfully completed: 10 red tokens.

Comments: As the word list becomes more difficult, a greater number of tokens may be given as a bonus. Caution should be taken to specifically define what is meant by "learned." For example, it might mean that the child recognizes the word on a card five days in a row. Be certain the teacher and child agree on what is expected of the child in order to earn the token.

Self-reinforcement

Self-reinforcement meets the goals of psychological education the best of any kind of reinforcement since it turns the power of control over to the person being controlled, the child. In addition, it appears to be effective in that self-administered reinforcements seem to increase or inhibit the performance of behaviors. Researchers have shown that self-administered reinforcements may be more influential, in some situations, than externally administered ones. An effective means of teaching self-reinforcement strategies to children is through identifying reinforcers, charting behavior, and contracting with groups, individuals, and self.

Step one

Identifying reinforcers is accomplished by several means:

1. have someone observe the child to determine what he or she will work for
2. have the child "observe" him or herself to determine what he or she likes to do or will work for
3. interview the child to determine what or who reinforces him or her
4. interview the parents or anyone who spends time with the child concerning his or her preferred rewards

Step two

Identifying behavior to be changed is the next step. This can be done by allowing the child to set a goal or by allowing a peer or adult to make suggestions for behavior that needs changing. Then the behavior must be charted to determine how often it occurs and whether or not the reinforcement is working. Sometimes merely charting the behavior will decrease it.

Charting is done by determining exactly what the behavior is and by counting its occurrence over a specific period of time. The following lesson on charting will serve to illustrate its use:

Counting Behaviors That Occur at High Rates

Description: (1) Categories should be defined ahead of time as concrete or observable behaviors.

Concrete Behaviors

(a) tardy to class
(b) not completing assignments
(c) throws away incomplete papers
(d) talking out
(e) banging on desk
(f) gets out of his seat
(g) throwing paper
(h) poking others
(i) smart talk

Not Concrete

(a) day dreaming
(b) sloppy work
(c) frustration
(d) inferiority complex
(e) lazy
(f) insecure behavior

(2) A specific time during the day is set up to observe behaviors. (Accurate recordings can be made by recording the first five minutes of each hour, fifteen minute blocks three times a day, or 1/2 hour each day.)

(3) Recordings of the number of times behaviors are taken during this specific time. This is done for several days (baseline recordings) and are recorded.

(4) Treatment procedure is used by the teacher.

(5) Recordings are again taken and rate is computed to determine if the count is lower.

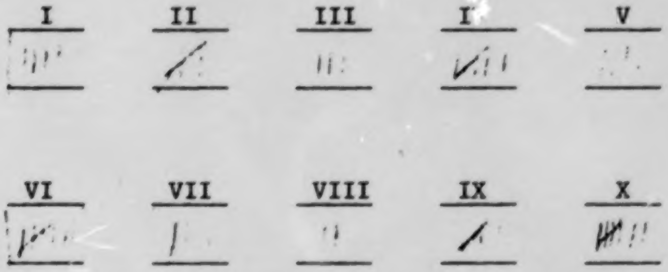
Directions: Think of a person you see often either at school or at home who does something that seems to interfere with being liked or doing a good job. Be sure to select a behavior you can see because you will be asked to count how many times it happens. Examples might be: interrupting others, hitting, making faces, talking back, arguing, putting people down, being bossy, being bossed by others, etc.

When you have chosen a person and a behavior, choose a time of the day when you can watch them every day; that could be at recess, mealtime, bus ride, etc. If you can find more than one time a day, that would be very helpful.

What you are learning to do is take a baseline of the person's one ineffective behavior. Remember, you can only deal with one behavior at a time.

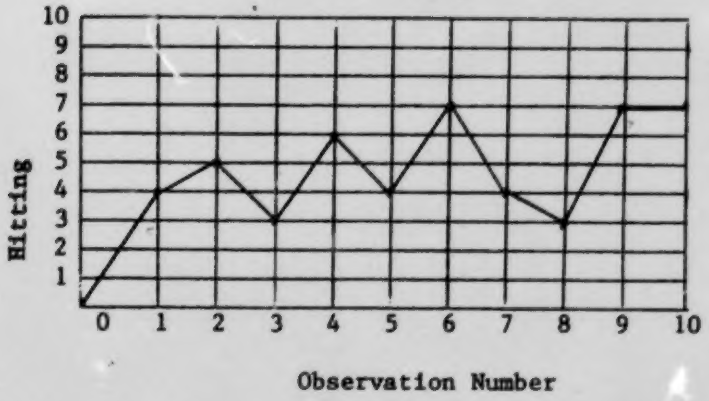
Watch the person during the times you have chosen for at least 10 times. Make a mark in the box for the observation each time your person does the thing you are watching for. There is an example done for you.

Example: Person being observed Jim . Behavior: hitting



The next step is to make a baseline chart like the one shown below. Simply record the number of times your person did the behavior you are observing on the graph and connect the lines. You have a pattern of the person's ineffective behavior.

Baseline Chart



Contracting for behavior change can be accomplished through making an agreement with a group, with another individual, or with one's self. The latter type of contracting is most consistent with the goals of psychological education but it is efficient to use the others to teach contracting to students. The support of a group effort is often advantageous in motivating students to enter into contracts. Once the student understands the power and control he or she has over his or her own behavior such supportive motivation is usually not necessary.

The sample group contract is included to illustrate the use of group contracting and group support for behavior change:

Sample

GROUP CONTRACT FORM

I, ______________________________ agree to ____ __________ ____ times in ___ minutes.
Member

I, ______________________________ agree to ________________ . ____ times in ___ minutes.
Member

I, ______________________________ agree to ________________ ____ times in ___ minutes.
Member

I, ______________________________ agree to ________________ ____ times in ___ minutes.
Member

I, ______________________________ agree to ________________ ____ times in ___ minutes.
Member

I, ______________________________ agree to ________________ ____ times in ___ minutes.
Member

We understand that when each of us completes his/her agreement, helping others complete theirs is expected. We understand that if each of us completes his/her contract within the time agreed upon, we may all ____.
Name the agreed upon reinforcer here.

I, ____________________________, agree to provide a group reward which the group will
Group Leader

choose when all have completed their contracts within the stated time. The duration of the reward time is ___________________ minutes.

The following contracting lesson and Kit specify the goals of contracting in performance terms and provide the materials for carrying out contracting.

The main criteria to remember for contracting are stated in the Kit and are the keys to successful contracting. Following the contract making lesson and Kit is a sample self-contract that is filled-in.

Contract Making in Small Groups

Goal: C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

Developmental Objective: C.2.3 Individuals will demonstrate ways to write behavior change contracts with another individual.

Performance Objective:

a. Individuals will determine whether they will take on the roles of contractees or contractors in a behavior change contract with another individual.
b. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract with another individual.
c. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract with another individual.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with another individual.
e. Individuals are able to set periodic contract review sessions and write those as part of a behavior change contract with another individual.
f. Individuals are able to successfully carry out, either as contractees or contractors, the terms of the behavior change contract written.

Materials and Resources:

1) Agreed upon reward for group contract completion.
2) Contract-making Kit.

Procedure:

1. Have each person decide whether to be a contractor or contractee in writing a behavior change contract.
2. Pass out the Contract-making Kit to each pair of students. Explain the contract making process step by step and assign the students to prepare a contract and carry it through in the next week to ten days. That is, the contract they make needs to be a short-term contract.

Adaptations: If group members show sufficient understanding of and enthusiasm for the contracting idea, the leader may want them to each enter into a contract as a contractor and as a contractee. Slower students may need to meet in pairs with the leader for guidance in constructing contracts.

Evaluations: Evaluation of the material in this lesson will be in the successful completion of the contract by both contractor and contractee.

Contract-Making Kit

Needed: One contractor or person who agrees to help another person make a contract to change behavior or do something he/she wants to do.

One contractee or person who wants to make a contract to change behavior or do something he/she wants to do.

Steps to follow:

1. Choose a task, behavior, or activity that the contractee wants or needs to do in order to be more effective or to get along better etc. Be very specific.
2. Choose a reward. The Self-Reinforcer Identification Sheet or the Interview Format from Seminar III, Group Meeting 2, might be useful in identifying the reward for the contractee.
3. Write the contract using one of the sample forms found in this Kit.
4. Follow these rules if you want to succeed in contracting:
   - a. Take time to write the contract down; that way no one can claim lack of understanding and it will help both contractor and contractee remember what was agreed to.
   - b. Be VERY SPECIFIC: Check here

	Yes	No
Contracted Behavior agreed to?	___	___
Who?	___	___
What?	___	___
When?	___	___
How well?	___	___
Are exceptions stated?	___	___
Reward agreed to?	___	___
Who?	___	___
What?	___	___
When?	___	___
How much?	___	___
Review date set?	___	___

c. The contract should be stated in terms of If Joe does this, he gets this. NOT If Joe does not do this, he does not have to stay in on Friday night.

d. The reward should be fair and should be given on time.

e. Both the contractor and the contractee should only sign the contract IF they are certain they can deliver what is promised.

f. If the contract is not working, CHANGE IT!

Good Luck!

CONTRACT

(I/We), ______________________________, hereby declare that
(who)

(I/We) will ______________________________
(does what)

____

This job will be considered successful ______________________________

____

(how well)

____
(signed)

For the successful completion of the above job you may ______________
(reward)

____

Date Signed ______________________

Review Date ______________________

Date Completed ______________________ ______________________
(signed)

CONTRACT

TASK

Who: ______________________________

What: ______________________________

When: ______________________________

How Well: ______________________________

____

____

REWARD

Who: ______________________________

What: ______________________________

When: ______________________________

How Much: ______________________________

____

____

Sign Here: ______________________________ Date: ______________

Sign Here: ______________________________ Date: ______________

Review Date ______________________________

TASK RECORD

I, Jack Cassidy, a student in the fifth grade at Kennedy School agree on Monday, February 28, 1977, to accept completely the terms of this contract for purposes of improving my spelling grade.

In order to reach this goal, I agree to study my spelling lessons by using the following five steps:

1. I will look at the word, pronounce it correctly, and use it in a sentence.
   a) Positive Reinforcement: Each time I do this step for a word I will place a check mark in the appropriate box.
   b) Negative Reinforcement: Each time I do not do this step for a word I will not be able to place a check mark in the box, and I must repeat this step to myself.
2. I will say the word syllable by syllable, spell the word orally, and trace the word in the air.
   a) Positive Reinforcement: Each time I do this step for a word I will place a check mark in the box.
   b) Negative Reinforcement: Each time I do not do this step I will not be able to place a check mark in the box, and I must repeat this step to myself.
3. I will close my eyes and see the word in my mind's eye. I will spell it orally, then open my eyes to see if I am correct.
   a) Positive Reinforcement: Each time I do this step for a word I will place a check mark in the box.
   b) Negative Reinforcement: Each time I do not do this step for a word I will not be able to place a check mark in the box, and I must repeat this step to myself.
4. I will write the word correctly from memory, then check to see if I am correct.
   a) Positive Reinforcement: Each time I do this step for a word I will place a check mark in the box.
   b) Negative Reinforcement: Each time I do not do this step for a word I will not be able to place a check mark in the box, and I must repeat this step to myself.

5. I will cover the word and then write it. If I am correct, I will cover it and write it two more times.

   a) Positive Reinforcement: Each time I do this step for a word I will place a check mark in the box.

   b) Negative Reinforcement: Each time I do not do this step for a word I will not be able to place a check mark in the box and I must repeat this step to myself.

When a page of five words is completely checked and I am able to spell correctly each page of five words, I will be able to spend twenty (20) minutes during school time anyway I like.

When I do not have a completely checked page, or I am not able to spell all five words correctly, I must repeat these words accordingly to the five steps until all are rechecked and I can spell them correctly.

My teacher, Mr. Minor, agrees to verify the spelling of each page of five words, and to allow me to spend my twenty (20) minutes any way I like.

This contract will last for two weeks, terminating on Monday, March 13, 1977, and will be re-evaluated at the end of this time to determine if I should continue working on my spelling or start working on another school subject.

Signed: ______________________________
Jack Cassidy

Signed: ______________________________
Mr. Minor

Once children understand how to get along with others, and understand their own and others' behavior, they can learn to change their own behavior. An effective way of changing behavior is through contracting with a group, self, or others. In order to do this, reinforcers must be identified, the behavior to be changed must be identified, that behavior must be counted and charted, and a contract needs to be written and agreed to.

A complete section of goals and objectives relevant to changing behavior follows and completes this area of psychological education.

A. Individuals will develop basic skill in identifying ineffective behaviors and more effective behaviors to replace them both in selves and in others.

Grade Level 4

1.1 Individuals will be aware of ways to indentify ineffective behavior.

a. Individuals are able to define ineffective behavior as behavior that elicits feelings of annoyance, anger, a need to get even, hopelessness or wanting to give up.
b. Individuals are able to recognize ineffective behavior.
c. Individuals are able to define a baseline chart as a picture graph of the number of times someone performs a specific ineffective behavior.
d. Individuals are able to recognize a baseline chart when they see one.

Grade Level 5

1.2 Individuals will understand ways to identify ineffective behavior.

a. Individuals are able to explain how to determine when a behavior is ineffective.
b. Individuals are able to provide examples of ineffective behaviors.
c. Individuals are able to explain how to create a baseline chart.
d. Individuals are able to provide examples of hypothetical baseline charts.

Grade Level 6

1.3 Individuals will demonstrate ways to identify ineffective behavior.

a. Individuals are able to pinpoint specific ineffective behaviors that others perform.
b. Individuals are able to count the number of times another person performs a specific ineffective behavior.
c. Individuals are able to create a baseline chart, graphing the number of times another person performs a specific ineffective behavior.

d. Individuals are able to pinpoint specific ineffective behaviors which they themselves perform.
e. Individuals are able to count the number of times they perform a specific ineffective behavior.
f. Individuals are able to create a baseline chart, graphing the number of times their own ineffective behavior occurs.

Grade Level 4

2.1 Individuals will be aware of more effective behaviors to replace ineffective ones.

a. Individuals are able to identify an ineffective behavior.
b. Individuals are able to identify a more effective behavior that is incompatable with an ineffective behavior.

Grade Level 5

2.2 Individuals will understand more effective behaviors to replace ineffective ones.

a. Individuals are able to provide examples of ineffective behaviors.
b. Individuals are able to provide examples of more effective behaviors that are incompatable with the ineffective behaviors.

Grade Level 6

2.3 Individuals will demonstrate identification of more effective behaviors to replace ineffective ones.

a. Individuals are able to pinpoint specific ineffective behaviors in others and themselves.
b. Individuals are able to specify more effective behaviors that are incompatable with ineffective behaviors in others and themselves.

B. Individuals will develop skill in identifying specific reinforcers for selves and others.

Grade Level 4

1.1 Individuals will be aware of ways of identifying specific reinforcers for others.

a. Individuals are able to define reinforcers as things, activities, positive interactions, and feelings of worth and esteem that encourage a person to repeat a specific behavior.

b. Individuals are able to recognize the two types of reinforcers:
   1) concrete (i.e., tokens, food, toys, activities, etc.).
   2) encouragement (i.e., focusing on assets and strengths to build self-confidence and self-esteem.)

c. Individuals are able to recognize that observing is a way of identifying reinforcers.

d. Individuals are able to recognize that interviewing is a way of identifying reinforcers.

Grade Level

5

1.2 Individuals will understand ways of identifying specific reinforcers for others.

a. Individuals are able to provide examples of reinforcers.

b. Individuals are able to explain that there are two types of reinforcers:
   1) concrete (i.e., tokens, food, toys, activities, etc.)
   2) encouragement (i.e., focusing on assets and strengths to build self-confidence and self-esteem.)

c. Individuals are able to provide examples of observation as a way of identifying reinforcers.

d. Individuals are able to provide examples of interviewing as a way of identifying reinforcers.

Grade Level

6

1.3 Individuals will demonstrate ways of identifying specific reinforcers for others.

a. Individuals are able to observe others as a means of identifying their reinforcers.

b. Individuals are able to interview others as a means of identifying their reinforcers.

c. Having a list of specific reinforcers for another person, individuals are able to divide the reinforcers into two categories: 1) concrete reinforcers and 2) encouragement reinforcers.

Grade
Level
4

2.1 Individuals will be aware of ways of identifying specific reinforcers for themselves.

a. Individuals are able to recognize that writing down things they like, things they do, and things they like others to do for them are ways of identifying reinforcers.
b. Individuals are able to recognize that their own reinforcers can be identified by asking others to observe them.

Grade
Level
5

2.2 Individuals will understand ways of identifying specific reinforcers for themselves.

a. Individuals are able to provide examples of ways they can identify their own reinforcers. (i.e. writing down things they like, things they do, and things they like other to do for them.)
b. Individuals are able to provide examples of observation by others as a means of identifying their own reinforcers.

Grade
Level
6

2.3 Individuals will demonstrate ways of identifying specific reinforcers for themselves.

a. Individuals are able to identify their own reinforcers by writing down things they like, things they do, and things they like others to do for them.
b. Individuals are able to ask others to observe them as a means of identifying their own reinforcers.

C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

Grade
Level
4

1.1 Individuals will be aware of ways to write behavior change contracts with groups.

a. Individuals are able to recognize that identifying a specific personal behavior to be changed is part of writing a behavior change contract with a group.

b. Individuals are able to recognize that helping to identify a specific group reinforcer is part of writing a behavior change contract with a group.

c. Individuals are able to recognize that helping others reach their goals is part of writing a behavior change contract with a group.

d. Individuals are able to recognize that setting specific frequency limits and time limits are parts of writing a behavior change contract with a group.

Grade Level

5

1.2 Individuals will understand ways to write behavior change contracts with groups.

a. Individuals are able to explain why identification of a specific personal behavior is an important part of writing a behavior change contract with a group.

b. Individuals are able to explain why identification of a specific group reinforcer is an important part of writing a behavior change contract with a group.

c. Individuals are able to explain why helping others reach their goals is an important part of writing a behavior change contract with a group.

d. Individuals are able to explain why setting specific frequency limits and time limits are important parts of writing a behavior change contract with a group.

Grade Level

6

1.3 Individuals will demonstrate ways to write behavior change contracts with groups.

a. Individuals are able to identify a specific personal behavior to be changed and write that as part of a behavior change contract with a group.

b. Individuals are able to pinpoint a specific group reinforcer and write that as part of a behavior change contract with a group.

c. Individuals are able to specify how they can help others reach their goals and write that as part of a behavior change contract with a group.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with a group.
e. Individuals are able to successfully carry out the terms of the behavior change contract written.

Grade Level

4

2.1 Individuals will be aware of ways to write behavior change contracts with another individual.

a. Individuals are able to recognize that they may take part in a behavior change contract with another individual in one of two ways: 1) as contractees who are changing behaviors or 2) as the contractors who are reinforcing another's behavior change.
b. Individuals are able to recognize that identifying a specific behavior to be changed is part of writing a behavior change contract with another individual.
c. Individuals are able to recognize that the identification of specific reinforcers is part of writing a behavior change contract with another individual.
d. Individuals are able to recognize that setting specific frequency limits and time limits are parts of writing a behavior change contract with another individual.
e. Individuals are able to recognize that the setting of periodic contract review sessions is part of writing a behavior change contract with another individual.

Grade Level

5

2.2 Individuals will understand ways to write behavior change contracts with another individual.

a. Individuals are able to provide examples of the two different ways they might take part in a

behavior change contract with another individual:
1) as contractees who are changing behaviors or
2) as the contractors who are reinforcing another's behavior change.

b. Individuals are able to explain why identification of a specific behavior to be changed is an important part of writing a behavior change contract with another individual.

c. Individuals are able to explain why identification of specific reinforcers is an important part of writing a behavior change contract with another individual.

d. Individuals are able to explain why setting specific frequency limits and time limits are important parts of writing a behavior change contract with another individual.

e. Individuals are able to explain why setting periodic contract review sessions is an important part of writing a behavior change contract with another individual.

Grade Level

6

2.3 Individuals will demonstrate ways to write behavior change contracts with another individual.

a. Individuals will determine whether they will take on the roles of contractees or contractors in a behavior change contract with another individual.

b. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract with another individual.

c. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract with another individual.

d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with another individual.

e. Individuals are able to set periodic contract review sessions and write those as part of a behavior change contract with another individual.

f. Individuals are able to successfully carry out, either as contractees or contractors, the terms of the behavior change contract written.

Grade Level 4

3.1 Individuals will be aware of ways to write behavior change contracts for themselves.

a. Individuals are able to recognize that identifying a specific personal behavior to be changed is part of writing a behavior change contract for themselves.
b. Individuals are able to recognize that the identification of specific reinforcers is part of writing a behavior change contract for themselves.
c. Individuals are able to recognize that setting specific frequency limits and time limits are parts of writing a behavior change contract for themselves.
d. Individuals are able to recognize that the setting of periodic contract review is part of writing a behavior change contract for themselves.

Grade Level 5

3.2 Individuals will understand ways to write behavior change contracts for themselves.

a. Individuals are able to explain why identification of a specific personal behavior to be changed is an important part of writing a behavior change contract for themselves.
b. Individuals are able to explain why the identification of specific reinforcers is an important part of writing a behavior change contract for themselves.
c. Individuals are able to explain why setting specific frequency limits and time limits are important parts of writing a behavior change contract for themselves.
d. Individuals are able to explain why setting periodic contract reviews is an important part of writing a behavior change contract for themselves.

Grade Level 6

3.3 Individuals will demonstrate ways to write behavior change contracts for themselves.

a. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract for themselves.
b. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract for themselves.
c. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract for themselves.
d. Individuals are able to set periodic contract reviews and write those as parts of a behavior change contract for themselves.
e. Individuals are able to successfully carry out the terms of the behavior change contract written for themselves.

ACHIEVEMENT MOTIVATION & RESPONSIBLE ASSERTIVENESS

Once children have acquired the tools to get along with others, to understand whatever, and to change behavior, they are ready to learn to integrate all of this into responsibility for their own behavior and control with it. This is the next step in psychological education and deals with achievement motivation which is accomplished through responsible assertiveness, rational emotive understandings, relaxation training, systematic desensitization, and understanding non-verbal communications as well as the six specific steps to achievement motivation.

Assertiveness Training Goals.

This facet of psychological education is based on the premise that people can be of help to others only if they respect and care for themselves. Persons who are responsibly assertive have learned how to verbally and nonverbally express their feeling, needs, or thoughts. The responsibly assertive person, however, would never allow this self-expression to be at the expense of someone else's dignity and self-respect. Examples of assertiveness include knowing how to give and receive compliments, to express an opinion, to socialize comfortably, and to say "no" when it is appropriate.

Persons who do not demonstrate responsible assertiveness react to others either non-assertively or aggressively. According to Cotler and Guerra (1976), people who react either way often suffer from high levels of anxiety, guilt, or deficiencies in social skills. Non-assertive persons hold emotions inside and as a consequence are often depressed, have poor self-images, and see themselves at the mercy of others. Reacting to others in a non-assertive pattern often produces the following types of behaviors: (1) frequent insincere apologizing, (2) difficulty in stating an opinion or expressing an unmet need, (3) difficulty in accepting or giving a compliment, (4) uneasiness while socializing, and (5) uncomfortableness while expressing or owning thoughts and feelings.

An aggressive person may react in much the same way as the non-assertive person, for a while. The aggressive individual "dams up" emotions and strong feelings. After an accumulation of such experiences, however, the aggressive individual will remove the dam and allow the hostile feelings to explode at the next person who upsets him or her in any way. This explosion is often physical as well as verbal. It is true that the aggressive individual often gets more needs met than the non-assertive person; the difference is that the meeting of those needs is almost always at the expense of someone else's dignity and self-respect.

Bill of Rights for Children. Teaching children and letting them experience responsible assertiveness, that it is acceptable and even desireable to respect themselves and care for and about themselves, implies that children as well as adults have specific rights. The following list for children describes what children, as well as others, should be able to expect in their relationships with others.

- The right to be treated with respect.
- The right to have and express your own feelings and opinions.
- The right to be listened to and to be taken seriously.
- The right to get what you pay for.
- The right to ask for information from professionals
- The right to make mistakes.
- The right to choose not to assert yourself.

Also with maturity and further training, children will be able to learn how to accept the responsibilities that go with the next three rights.

- The right to set your own priorities.
- The right no say no without feeling guilty.
- The right to ask for what you want.

Determining Appropriateness of Assertive Behavior. Among the rights mentioned previously, was the right to choose not to assert oneself. An important aspect of assertiveness training is that the student learn how to determine when it is appropriate to use responsible, assertive behaviors.

The child needs guidance in learning how to evaluate a situation. If the occasion calls for encouraging more open and successful communicaion, expressing feeling of love or appreciation, reducing interpersonal tension, or increasing feelings of self-respect and dignity in confrontations with others, then responsible assertion would be appropriate. If, however, that behavior would demean the self-respect and dignity of the other person in any way or if the consequences of such behavior would yield results that would be considered too punitive by the assertor it would not be appropriate. Teaching children to assess a situation and estimate the possible consequences of assertive behavior are essential skills to develop in children when the emphasis is on responsible assertiveness.

Evaluating Present Assertiveness Behavior. To emphasize the personal relevancy of responsibly assertive behavior in the lives of students, a self-assessment of present assertive behavior needs to take place. Such an inventory could be created easily by the group leader in one of two ways.:

1) Statements describing characteristic behavior patterns of the non-assertive person, the assertive person, and the aggressive person could be listed. Next to each statement could be a series of four boxes, of which the student may check one. The boxes might be labeled "How many times do you act this way? Never Sometimes Often Always"

☐ ☐ ☐ ☐

2) Statements describing characteristic behaviors of a responsible assertive person could be listed. The descriptions would range from those assertive behaviors which require little risk to those which require a much greater amount of risk-taking. A series of three boxes could be placed next to each statement and they might be labeled "I am

uncomfortable with this, I am somewhat comfortable with this, I am very comfortable with this."

If the students have proceeded through the hierarchial approach to psychological education, e.g. communications training, understanding behavior, changing behavior, they will be able to practice many of the skills that were learned in the previous phase concerning changing behavior during training for responsible assertiveness.

Emotional Blocks to Assertive Behavior

There are many philosophies as to the causes of emotional blocks to behavior, but the one that seems to speak most effectively for the purpose of this phase of psychological education is Albert T. Ellis' Rational Emotive Therapy.

Rational-Emotive Therapy is based upon the belief that emotional disturbances are produced by our illogical or false beliefs about how we should behave in the social world. These false beliefs are indulcated within us as a result of our ability to symbolically (linguistically) introject our parents' attitudes and identify ourselves with them, as well as to introject the attitudes about how we should behave from those significant others in our social enviroment.

Much of our emotions take the form of self-talk. The intensity of our feelings and the directions that we take are determined by the kind of self-talk we employ. That is, we usually employ either logical or illogical self-talk. The self-talk is based upon the kinds of assumptions or beliefs we have about our conditions in the world and how the world should behave in relation to us. Much of what we call emotions are nothing more than a certain kind of bruised, prejudicial, or strongly evaluative kind of thought about some event which directly or indirectly effects us.

Achieving control of our emotions can be accomplished by rigorously challenging our internalized sentences and replacing them with more logical ones. This entails changing our irrational belief structure and replacing it with a more rational and relatively impersonalized belief structure.

One way of starting to control our emotions is to recognize the irrational beliefs which usually lead to self-inhibiting and self-limiting behavior. Once these irrational beliefs are recognized they can be challenged with their logical equivalents.

After students have realistically evaluated themselves concerning their responsibly assertive behavior, they need to determine what additional assertive behaviors they want to exhibit more frequently in their daily living. The children then should be led through a close examination of why these behaviors might not be allowed to show themselves in their lives. They learn to apply the ABC theory of emotions.

A - Activity, action, agent

B - Belief about the activity, action, agent

C - Consequences of behavior and belief

Children are asked to think of a situation (A) where they feel unassertive - scared, frustrated, angry, helpless, etc. Label that situation "A" and the feelings "C". Then, think about what they say to make themselves scared or frustrated or angry or helpless, etc. These are the (B) beliefs that are keeping them from asserting themselves.

The children can then fill in cartoon balloons with "scarifying thoughts" and with "encouraging thoughts". In the situation mentioned above, students are able to think of such encouraging thoughts as "She may be mad today, but she'll forget about it tomorrow." Students practice finding "encouraging thoughts" in other situations in which they wanted to be assertive. The situations are then role-played.

Relaxation Training.

Psychological education groups using relaxation training for responsible assertiveness would then be involved in a two-fold learning process: learning the art of relaxation and learning the process of imagery.

Children experience some degree of tension at one time or another in the elementary grades. This tension can range from an "uptight" feeling right before given an oral book report to a generalized tension and worry throughout the day. Some children experience discomfort during specific subject matter periods, others when beginning a new task, while others become upset after a correction from the teacher. Pressure to succeed, to always be right, to be liked, to have approval, or to cope with family problems can produce tension in a child.

Taking a report card home for parental approval may be an example of a tension-producing situation.

Relaxation exercises designed especially for children can help them to become aware of the feelings of body tension and provide skills to reduce it. Children can be taught how to reduce their muscle tension; this seems to reduce anxiety as well.

Relaxation training can take place during individual or group counseling sessions, in physical education classes, or in a regular classroom setting. Once children develop the skills, they can relax without instructions from a trainer and thereby implement a higher degree of self-control. If successful mastery of academic tasks results from relaxation training then perhaps a case could be made its effect on improved self-concept as well.

The basic relaxation method involves tensing the various muscle groups of the body as tightly as one can, holding and concentrating on the tension for a few moments, and then releasing and noting the change. While tensing any one area of the body, the rest of the muscles should remain as relaxed as possible. With sufficient practice over a period of time, the individual will be able to fully relax at will within five to ten minutes.

The relaxation exercise includes a general loosening up of the major muscles, a tensing-concentrating-relaxing procedure involving the different muscle groups, and deep breathing. The following, in order, is a list of the muscle groupings included in the tensing-concentrating-relaxing process. Even though these are labeled in groups, the actual tensing procedure is done part by part i.e., face: brow, eyes, lower facial muscles, lips, tongue.

1. Hands, Arms, and Shoulders
2. Neck, Face, and Shoulders
3. Upper Back, Chest, Stomach, and Lower Back
4. Lower Back, Hips, Thighs, Calves, and Feet

In training children to relax various muscle groups, it is not necessary that they be able to identify and locate them. The use of the child's fantasy can be incorporated into the instructions in such a manner that the appropriate muscle groups will automatically be used.

Although children will agree that they want to learn how to relax, they will not want to practice their newly acquired skills under the watchful eyes of their classmates. Fortunately, several muscle groups can be relaxed without much gross motor activity, and practice can go unnoticed. It pleases some children to perform these exercises in class and relax themselves without drawing the attention of those around them. The effects of this type of training can extend beyond the classroom.

Below is a relaxation script designed for children in the intermediate grades. This script is similar in design to those used with adults (Carkhuff 1969; Lazarus 1971) but is intened to be more appealing to children. It is likely that the scripts is equally appropriate for children in the primary grades. Counselors are encouraged to experiment with it and to revise and extend it to include specific interests of children and incorporate other muscle groups. Eight muscle groups are included here. Other exercises can be developed to work with the upper thighs, upper arms, and different muscles around the face and neck as well as the flexing muscles in the feet and extending muscles in the hands.

In working with this script it is recommended that no more than fifteen minutes be devoted to the exercises at any one time. In the initial training sessions the children are learning a new concept and new material. Two or three short sessions per week will help to establish these new behaviors. Aside from theoretical considerations, it is just too hard for some children to keep their eyes closed for more than fifteen minutes. Later sessions serve more to maintain the skills and provide a foundation for work in other areas. This kind of session can follow a weekly pattern with ten or fifteen minutes devoted to relaxation, the remainder of the time to be spent on other things.

It should be noted that many of the instructions should be repeated many more times than are indicated in the script and that such repetitions have been intentionally deleted. Each child or group of children is unique. Timing and pacing must follow the individual pattern created in the specific situation. One word of caution requires consideration: Children tend to "get into" this type of experience as much or more than adults, and they are likely to be a bit disoriented if the session ends abruptly. Preparing children to leave the relaxed state is just as important as proper introduction and timing.

A Relaxation Training Script

Introduction

Today we're going to do some special kinds of exercises called "relaxation exercises." These exercises help you learn how to relax when you're feeling uptight and help you get rid of those butterflies-in-your-stomach kinds of feelings. They're also kind of neat, because you can do some of them in the classroom without anybody noticing.

In order for you to get the best feelings from these exercises, there are some rules you must follow. First, you must do exactly what I say, even if it seems kind of silly. Second, you must try hard to do what I say. Third, you must pay attention to your body. Throughout these exercises, pay attention to how your muscles feel when they are tight and when they are loose and relaxed. And, fourth, you must practice. The more you practice, the more relaxed you can get. Does anyone have any questions.

Are you ready to begin? Okay. First, get as comfortable as you can in your chair. Sit back, get both feet on the floor, and just let you arms hang loose. That's fine. Now close your eyes and don't open them until I say to. Remember to follow my instructions very carefully, try hard, and pay attention to your body. Here we go.

Hands and Arms

Pretend you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze it. Try to squeeze this one harder than you did the first one. That's right. Real hard. Now drop your lemon and relax. See how much better your hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand. (Repeat the process for the right hand and arm.)

Arms and Shoulders

Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, kittens, let's stretch again.

Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed.

Shoulder and Neck

Now pretend you are a turtle. You're sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-oh! You sense danger. Pull your head into your house. Try to pull your shoulder up to your ears and push your head down into your shoulders. Hold in tight. It isn't easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine, and, once again, you can relax and feel the warm sunshine. Watch out now! More danger. Hurry, pull your head back into your house and hold it tight. You have to be closed in tight to protect yourself. Okay, you can relax now. Bring your head out and let your shoulders relax. Notice how much better it feels to be relaxed than to be all tight. One more time now, Danger! Pull your head in. Push your shoulders way up to your ears and hold tight. Don't let even a tiny piece of your head show outside your shell. Hold it. Feel the tenseness in your neck and shoulders. Okay. You can come out now. It's safe again. Relax and feel comfortable in your safety. There's no more danger. Nothing to worry about. Nothing to be afraid of. You feel good.

Jaw

You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. You're really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels so good just to let go and not have to fight that bubble gum. Okay, one more time. We're really going to tear it up this time. Bite down. Hard as you can. Harder. Oh, you're really working hard. Good. New relax. Try to relax your whole body. You've beaten the bubble gum. Let yourself go as loose as you can.

Face and Nose

Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrikles in your nose as you can. Scrunch your nose up real hard. Good. You've chased him away. Now you can relax your nose. Oops, here he comes back again. Right back in the middle of your nose. Wrinkle up your nose again. Shoo him off. Wrinkle it up hard. Hold it just as tight as you can. Okay, he flew away. You can relax your face. Notice that when you scrunch up your nose that your cheeks and your mouth and your forehead and your eyes all help you, and they get tight, too. So when you relax your nose, your whole face relaxes too, and that feels good. Oh-oh! This time that old fly has come back, but this time he's on your forehead. Make lots of wrinkles. Try to catch him between all those wrinkles. Hold it tight, now. Okay, you can let go. He's gone for good. Now you can relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

Stomach

Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying there in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get ready. Tighten up your stomach. Real hard. If he steps on you when your stomach is hard, it won't hurt. Make your stomach into a rock. Okay, he's moving away again. You can relax now. Kind of settle down, get comfortable, and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want it to feel - nice and loose and relaxed. You won't believe this, but this time he's really coming your way and no turning around. He's headed straight for you. Tighten up. Tighten hard. Here he comes. This is really it. You've got to hold on tight. He's stepping on you. He's stepped over you. Now he's gone for good. You can relax completely. You're safe. Everything is okay, and you can feel nice and relaxed.

This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be as skinny as you can. You've got to get through. Now relax. You don't have to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let's try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get as skinny as you can. Hold tight, now. You've got to squeeze through. You got through that skinny little fence and no splinters. You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You've done fine.

Legs and Feet

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help push your feet down. Push your feet. Hard. Try to squeeze that mud puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.

Conclusion

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. In a few minutes I will ask you to open your eyes, and that will be the end of this session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises. Practice these exercises every day to get more and more relaxed. A good time to practice is at night, after you have gone to bed and the lights are out and you won't be disturbed. It will help you to get to sleep. Then, when you are a really good relaxer, you can help yourself relax here at school. Just remember the elephant, or the jaw breaker, or the mud puddle, and you can do our exercises and nobody will know. Today is a good day, and you are ready to go back to class feeling very relaxed. You've worked hard in here, and it feels good to work hard. Very slowly, now, open your eyes and wiggle your muscles around a little. Very good. You've done a good job. You're going to be a super relaxer.

Adapted from "Relaxation Training for Children" by Arlene S. Koeppen, Elementary School Guidance and Counseling, October, 1974.

Systematic Desensitization

As students learn and practice the art of deep muscle relaxation, they would also be involved in learning about the technique of imagery. Getting children to use their imaginations as a mental form of role playing can enable them to "practice" their behaviors and, along with relaxation, become desensitized to the anxiety some of those behaviors might create.

The students must first determine what situations cause them to react with either nonassertive or aggressive behavior rather than responsible assertiveness. They then should create a hierarchy of mini-situations which range from a related event that causes little anxiety to the even which causes the greatest amount of anxiety. In order to have a common ground of communication when discussing the amount of anxiety a person is feeling, a special scale was developed by Wolpe (1966) called "Subjective Units of Disturbance")SUDS). A scene with a SUDS value of 0 is one which provokes no anxiety and one with a SUDS value of 100 is a scene which provokes the most extreme anxiety an individual can feel. This type of scale (which one may want to revise to a one-to-ten scale for children) enables the leader and group members to keep track of the development of the hierachy of imaginative exercises. Systematic desensitization utilized the central concept of reciprocal inhibition and a guided imagery procedure of imagining scenes of anxiety producing objects or situations in a hierarchial order (according to risk involved) in relation to the person while he or she is relaxed.

Assertive Behaviors and Congruency

As students learn to relax and learn to replace their fears with new ideas concerning self-respect and dignity, they should be led into identifying specific behaviors characteristic of responsible assertiveness. Many of these behaviors were introduced during the communications phase of psychological education. They should be reviewed and reemphasized at this point when the students are searching for more effective replacement behaviors.

Nonverbal communication needs to be closely examined. Such things as physical stance, muscle tension, eye contact, and personal "space" needs to be compared for those persons characteristically showing nonassertive behavior, aggressive behavior, or assertive behavior. Verbal assertion and the tone of voice used also need to be reviewed and studied. Students should continue to practice giving feeling statements and various kinds of I-messages not only in their group but also in their daily lives.

Congruency between nonverbal communication and verbal communication is an especially important topic that deserves emphasis. A student may learn to say the correct assertive words (feeling statement, I-messages, compliments, and so on), yet his or her stance, tension, voice tone, and eye contact may "shout" nonassertiveness or aggression. Learning to coordinate responsible assertive nonverbal cues to responsible assertive verbalizations needs to be practiced for the variety of circumstances in which the students might experience anxiety.

Practicing Responsible Assertiveness

Each individual child will have his or her own very special areas of anxiety - special areas where responsible assertiveness behaviors need to be practiced. There are seven major ares, however, that seem to concern many children and those areas deserve special attention and special practice within the psychological education context.

1. Students should start out with a foundation of being able to recognize the positive worth in both self and others. They can learn how to specifically identify what they like about themselves and what characteristics and abilities they like in others, both children and adults. After the students are able to recognize and understand that everyone has some positive qualities, then they are ready to verbalize those acknowledgements through the process of giving and receiving compliments. Learning to give and receive compliments should be emphasized concerning both other children and adults.

2. Another experience in responsible assertiveness that may seem somewhat more threatening to students is the method of expressing an opinion. Here again, expressing opinions to both other children and adults should be practiced. Prepare the adult environment (parents and teachers) so that such expressions will get positively reinforced.

3. Experiences with children have shown that they feel most comfortable in anxiety producing situations if they can have some standard

verbal statement(s) to draw upon. Helping students create such effective standard statements is partially the purpose of practicing these next three tension-causing areas.

Children want to learn better ways of responding to teasing from peers and adults.

Children should be guided in learning how to respond to failure. If a person has the right to make mistakes, then how should that person respond to others who do not recognize that right.

The third response need involves identifying and dealing with peer pressure tactics. Children with low self-esteem may easily be led by peers to act against their consciences. Threats of "I won't be your friend if you don't" and "C'mon, don't be a sissy" are powerful factors in the behavior appropriate responses to such pressure tactics by peers.

Specific situations should be identified and the helper should model responding alternatives (verbal and physical). Tailor the responses to the specific environmental conditions. Explain how over reaction to statements of others (teasing) reinforces the occurence. Many teasing statements can be ignored. A short "acknowledgement type" response may be helpful to draw upon.

Example: Being teased about poor performance -
"That's right, I dropped the ball."
"I did not play well."

Example: Being pressured to follow -
"That's interesting"
"That's your opinion - I have not decided."

Understanding Albert Ellis' philosophy of emotions, understanding the decision-making process, recognizing pressure tactics, and having something to say will help many students go from a feeling of helplessness to a feeling that, "I have something to say when . . ."

4. The last area for practice is one that many times loaded with tension and risk for children: responding to adults (i.e., teachers and parents) with neither submission nor hostility. Although close involvement with teachers and parents during a psychological education program can make a difference for children, the students need to take both an ideal look at their relationships with adults and a realistic look at their relationships with adults. The emphasis needs to be kept on what the student can do to affect the situation, not on fault-finding or blaming.

If possible, parent involvement can be beneficial. For example, ask parents to give the child four compliments each day. The child should be instructed to write down their responses. Likewise, the child can be instructed to compliment the parent by practicing "I-messages." Similarly "feeling" statements and "opinion" statements can be practiced at home and some record kept. These approaches lend themselves to an operant reinforcement system.

Implications for Education. Responsible assertiveness training may sound overwhelming at first. Yet the benefits for teachers, parents, and especially the child will far outweigh the time and involvement required.

What adult has not wanted the children they are working with to be responsive in a positive way, to show appreciation, to like and feel good about themselves, to become mature decision-makers, to be relaxed instead of tense, to be realistic in the expectations of others and self? Yet can we expect our children to haphazardly acquire this knowledge in this changing world around them. Guiding students through the process of learning these attributes is what responsible assertiveness training is all about.

Once the groundwork of psychological education has be established through experiencing training, understanding behavior, changing behavior, and assertiveness training, the responsibility of personal growth can be shifted somewhat from adult to child. An achievement motivation syndrome can now be developed with assurance of some measure of success.

Achievement Motivation. Achievement motivation emphasizes shifting the responsibility of personal goal setting and goal attainment from school personnel to where that responsibility belongs, with the student. Encouraging students to accept this responsibility is done through a sequence of educational interactions which allow students to experience the consequences of their own problem solving. Problem-solving, personal decision-making activities help students actually see themselves. They are able to see how they are making decisions as well as to learn new and more efective ways of approaching problems.

There are six major steps in achievement motivation development: attending, experiencing, conceptualizing, relating, applying, and internalizing.

Attending, or getting the students' full attention, is by placing the program outside of the participants' daily routine environment. The next step, experiencing, is a major key to achievement motivation teaching. The students experience, through a game or roleplay, the behavior, thinking, and feeling that is associated with the achievement syndrome. For example in a ring toss game, the scoring system of the game is usually set so that a successful toss from a great distance is worth a phenomenal number of points and the reverse is true for a toss from just a few feet away. The game becomes a means of simulating the real life issue of decision-making and risk-taking. It has been shown that those who play it excessively safe in the game tend to approach general problem-solving the same way. The same is true for the person who always plays the long shots. Students are taken through a process of analyzing their experiences during the game. It is through this process of analyzing that students automatically go on to the third step, conceptualizing. They learn to label the thoughts, feelings, and behaviors that relate to achievement motivation by using a special vocabulary. This vocabulary helps students organize their observations into a conceptual whole.

The last three steps involve the students' adopting the achievement syndrome. Step four, relating, allows the students to explore what relevance this new knowledge of motivation has to their own life values, goals, and behaviors. In step five they are encouraged to apply this knowledge to lives. The final step, *internalizing*, involves positive acceptance and practice. If the students see the achievement syndrome as important and relevant to them, they will apply it consciously and voluntarily to their every day endeavors.

Achievement motivation emphasizes student self-knowledge and control. It can be a useful tool for youngsters in gaining more responsibility and control over their lives and increasing their ability to take a positive direction in acting on their enviroment.

Part III

Program Development

Guidance is an integral and central, but specifically identifiable and accountable part of the total continuing education process. It is a comprehensive and developmental educational program responsible for assisting all individuals in developing positive self concepts, effective human relationships, decision-making competencies, understanding of current and potential life roles, settings and events and placement competencies to aid them in the transition from one setting to another. It also is responsible for assisting all individuals to understand and relate the meaning of the basic studies and occupational preparation to their present and future lives.

The first part of this definition emphasizes the centrality of guidance in education. At the same time it stresses the fact that guidance is an identifiable and accountable program. This means that guidance is a comprehensive developmental program based on individual and societal needs organized around person-centered goals and activities designed to meet those needs. More specifically, this means that guidance is a viable educational program commensurate with other major educational programs in the school. Therefore, guidance is not the sole property of the counselor. All educational staff should have an interest and a responsibility in the guidance program.

The second part of the definition stresses the point that guidance as a comprehensive, developmental educational program places emphasis on individual development: "an educational program responsible for assisting all individuals..." Individuals today face depersonalization in many facets of their lives as bureaucracies and impersonal relations are commonplace. They often feel powerless in the face of masses of people, mass communication and mass everything else and need help in dealing with these feelings, not at the expense of society but in the context of society. Their feelings of control over their environment and their own destiny and their relations with others and institutions are of primary importance in guidance programs. To this end, individual development can best be facilitated by comprehensive, developmental guidance programs that begin with early childhood and continue throughout the adult years. The developmental perspective for guidance does not eliminate or de-emphasize important traditional guidance practices and processes used when working with the specific educational and occupational concerns of individuals at specific points during their lives. Nor is it less responsive to any crisis-oriented personal-social needs they may have. On the contrary, the developmental perspective places these more immediate needs and concerns in the context of total human development so they can be better understood and met. The developmental perspective recognizes that there are guidance related understandings and competencies which all individuals need as they grow and develop.

The third part of the definition identifies five specific areas of human growth and developemnt for which guidance programs are responsible.

The first area in the definition is that of assisting all individuals in developing "positive self concepts and effective human relationships." This means that a major emphasis in guidance programs is on individuals learning about themselves, learning about others and learning about interactions between self and others. The development in individuals of self appraisal and self improvement competencies are a primary goal of guidance. Through learnings in this area individuals become aware of personal characteristics such as aptitudes, interests, goals, abilities, values and physical traits and the influence these characteristics may have on the persons they are and can become. Being able to use self-knowledge in life career planning and in interpersonal relationships and to assume responsibility for one's own behavior are examples of desired outcomes.

The second area of human growth and development for which guidance is responsible is the development of "decision-making competencies" in individuals. Planning for and making decisions are vital tasks in an individual's life. Every day decisions are made which influence one's life career. Mastery of decision-making skills and the application of these skills to life career planning are central learnings within this area of guidance. A preliminary task to effective decision-making is the clarification of personal values. The degree of congruence between what one values and the outcome of decisions one makes, contributes to personal satisfaction. Individuals learn within this area to identify the steps necessary in making decisions. Included are the skills for gathering and utilizing relevant information. Understanding the influence of planning on one's future and the responsibility one must take for planning are components of the life career planning process. Life career planning is ongoing. Change and time affect one's planning and decisions. A decision outcome that is satisfactory and appropriate for the present may, with time or change, become unsatisfactory or inappropriate. Thus, the ability to evaluate decisions in view of new information or circumstances is vital. Being able to clarify personal values, identify steps needed to make personal decisions, gather relevant information and apply decision-making skills to life career plans are examples of desired outcomes in this area of guidance.

The third area for which guidance is responsible is assisting all individuals in developing "understanding of current and potential life roles, settings and events." Because individuals over their life times will be assuming a number of roles, functioning in a variety of settings and experiencing many events, learnings in this area emphasize their understanding of the various roles, settings and events which interrelate to form their life careers. The roles of family member, citizen, worker and leisure participant, settings such as home, school, community and work, and events such as birthdays, educational milestones, job entry, and job change are identified and examined in terms of their influence on lifestyles. Learnings in this area include developing understanding of the structure of the family, education, work and leisure worlds. The interdependency of individuals in various roles and settings is considered. Individuals learn to relate their unique personal characteristics and aspirations to specific family, education, work and leisure requirements and characteristics. The effect of change--natural as well as unexpected, social as well as technological, in self as well as in others--is a major learning. Being able to answer effectively personal identity questions contained in the questions Who? (roles), Where? (settings), and When? (events) are desired outcomes in this area of guidance.

Guidance also is responsible for assisting all individuals in developing "placement competencies to aid them in the transition from one setting to another." As individuals move from one setting to another they need specific knowledge and skills to make such moves as effectively as possible. Placement is defined broadly to mean that specific attention should be given to intra- and inter-educational changes as well as occupational transitions. Personal competencies are needed to make such transitions. Personal competencies include knowledge of the spectrum of educational courses and programs, an understanding of the relationships they may have to personal and societal needs and goals, and skill in using the wide variety of information and resources. It also includes an understanding of the pathways and linkages between those courses and programs and potential personal goals. Closely tied to these competencies, and the program elements required to develop and implement them, are the follow-up and follow-through components of placement. Finding out what happened to individuals as they move from one course, a program of instruction or job/occupation to another and, providing follow-through assistance as needed, are important aspects of guidance.

Finally, guidance is responsible for assisting all individuals to "understand and relate the meaning of the basic studies and occupational preparation to their present and future lives." Some of the dissatisfaction of youth with education stems from the feeling that what they are doing in school is not relevant to their lives. It is a responsibility of the guidance program to seek to create relevance in the schools and to show individuals how the knowledge, understandings and skills they are obtaining and the courses they are taking will help them as they progress through their life career.

Basic Assumptions

Once guidance is defined the next step is to identify and describe important basic assumptions about the nature and structure of guidance programs. This is necessary because these assumptions shape and direct guidance program development and implementation.

Assumption 1: Guidance programs should help develop and protect students' individuality.

Guidance personnel and programs have a major responsibility in the educational system to help develop and protect the individuality of students. This means that assistance must be provided to all individuals so that they can become aware of their needs and can develop and pursue immediate and long range personal goals.

Assumption 2: Guidance programs should be available to all students at all educational levels.

Guidance personnel and programs have the responsibility of serving all students at each educational level, rather than only a selected group of individuals at one level. This means that by design and operation, guidance programs are functioning effectively at each educational level and are part of the educational program of all individuals.

Assumption 3: Guidance programs should be lifelong, dealing with developmental as well as prescriptive and remedial concerns.

Guidance personnel and programs have the responsibility of meeting the developmental guidance needs of all individuals as well as those needs which are remedial in nature. This means that guidance programs have a developmental focus which maximizes the prevention of problems and a prescriptive emphasis to assist individuals alleviate continuing concerns.

Assumption 4: Guidance programs should be integrated with the total educational process.

Guidance goals, objectives and procedures are integral, central but yet identifiable components of the total educational process. This means an equal and complementary relationship exists between the instructional program and the guidance program. It also means that all educational staff have guidance responsibilities. Program coordination is assumed by the guidance staff in addition to their direct service functions to students.

Assumption 5: Guidance programs should be evaluated periodically for effectiveness.

If guidance programs and personnel are to be responsive to the guidance needs of those who are served, periodic program and personnel evaluation is necessary. To accomplish this will require that guidance programs be organized and implemented from an evaluation perspective. Since all educational staff have guidance responsibilities, they should also participate in the evaluation process.

Program Standards

To insure that guidance programs are developed, implemented and managed effectively and are accountable, program evaluation criteria are necessary to serve as internal checkpoints for local guidance program personnel and as external standards for outside evaluations.

1. Program plans are developed from identified needs.
2. Priorities are established in light of resources available to meet program goals and objectives.
3. Evaluation is carried out continuously to monitor the impact of program activities and adjustments are made as needed to insure reasonable progress.
4. Final evaluation is conducted and the results are used in the revision of next year's plans.

COMPREHENSIVE CAREER GUIDANCE

GOALS AND DEVELOPMENTAL OBJECTIVES

OVERVIEW

KINDERGARTEN THROUGH SIXTH GRADE

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. The students will be able to recognize that their behavior toward others affects other's behavior toward them.

K-1: 1. The students will be aware of the various interpersonal relationships in their lives.

2. The students will be aware of the different types of responses they use in interpersonal relationships.

2-4: 1. The students will understand the different types of responses they use in interpersonal relationships.

2. The students will be aware of how the actions of others affect their behavior.

5-6: 1. The students will be aware of how their actions affect the behavior of others.

2. The students will be aware of the relationship between actions and responses.

B. The students will be able to demonstrate an understanding of the process of making and keeping friendships.

K-1: 1. The students will be aware of the skills and characteristics that make up a friendship.

2-4: 1. The students will understand what skills and characteristics make up a friendship.

2. The students will be aware of the process of making and and keeping friendships.

5-6: 1. The students will understand the process of making and keeping friendships.

2. The students will evaluate the effectiveness of their own friendship skills.

C. The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

K-1: 1. The students will be aware of different types of responses.

2-4: 1. The students will be aware of what constitutes an opinion, a belief, and a fact.

2. The students will be aware that all people have opinions and beliefs.

3. The students will be aware of the various methods of expressing opinions and beliefs.

5-6: 1. The students will understand the various methods of expressing opinions and beliefs.

2. The students will evaluate their own methods of expressing opinions and beliefs.

D. The students will be able to identify socially acceptable behaviors occuring in a group situation.

K-1: 1. The students will be aware of various group situations.

2. The students will be aware of those behaviors that help or hinder group cooperation and effectiveness.

2-4: 1. The students will understand those behaviors that help or hinder group cooperation and effectiveness.

2. The students will be aware that those behaviors which help the group to function include observing the rights of self and others.

5-6: 1. The students will understand the relationship between the rights of self and the rights of others in group situations.

2. The students will be aware of the characteristic behavior patterns (roles) that develop as a part of group interaction.

3. The students will be aware of their own behaviors in group interactions.

E. The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

K-1: 1. The students will be aware of what constitutes cooperativeness.

2. The students will be aware of what constitutes competitiveness.

2-4: 1. The students will be aware of the results of cooperativeness.

2. The students will be aware of the results of competitiveness.

5-6: 1. The students will understand the effects of their cooperativeness with both peers and adults.

2. The students will understand the effects of their competitiveness with both peers and adults.

3. The students will be aware of the differences and similarities between competitiveness and cooperativeness.

F. The students will be able to recognize the value and process of establishing an effective relationship with their families.

K-1: 1. The students will be aware of the roles of each member of their families.

2. The students will be aware of their family relationships.

2-4: 1. The students will be aware of the process of establishing effective family relationships.

5-6: 1. The students will understand the process of establishing effective family relationships.

2. The students will be aware of the results that come from having effective family relationships.

G. The students will be able to achieve feelings of worthwhileness.

K-1: 1. The students will be aware of factors that distinguish self from others.

2. The students will be aware of feelings and their causes.

2-4: 1. The students will be aware of the activities they perform that make them feel worthwhile.

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2. The students will be aware of personal characteristics that make them feel worthwhile.

5-6: 1. The students will be aware of methods of attaining feelings of worthwhileness in relation to other people.

2. The students will understand their own feelings of worthwhileness.

H. The students will be able to recognize that they can exercise some control over themselves and their environment.

K-1: 1. The students will be aware that they affect things and others around them.

2-4: 1. The students will be aware of situations where they have some control over themselves.

2. The students will be aware of situations where they have some control over their environment.

5-6: 1. The students will be aware of factors involved in the process of controlling themselves and their environment.

I. The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

K-1: 1. The students will be aware of ways that people are like and/or different from them.

2-4: 1. The students will be aware of characteristic behavior patterns and abilities in other individuals and in self.

5-6: 1. The students will understand about changes that occur in characteristic behaviors and abilities of self and/or others over time.

DOMAIN: WORK AND LIFE SKILLS

A. The students will be able to identify consumer skills that are used in daily living.

K-1: 1. The students will be aware of what a consumer is and what he/she does.

2-4: 1. The students will be aware of the consumer skills that they use in their own daily living.

5-6: 1. The students will understand the various consumer skills that are used and needed by different consumer groups.

B. The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

K-1: 1. The students will be aware of the school academic and social experiences at their grade level.

2. The students will be aware of how school academic and social experiences relate to the activities of family members in the home.

2-4: 1. The students will be aware of the school academic and social experiences at their grade level.

2. The students will understand how school academic and social experiences relate to the role of citizen in the community.

5-6: 1. The students will be aware of the school academic and social areas at their grade level.

2. The students will understand how school academic and social areas relate to the role of worker on the job.

3. The students will understand how school academic and social areas relate to the leisure participant.

C. The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

K-1: 1. The students will be aware of activities in which they can participate.

2-4: 1. The students will be aware of activities in which others need their help.

5-6: 1. The students will understand situations where people are dependent upon each other to accomplish a task.

D. The students will be able to recognize the value (personal rewards) which comes from a task well done.

K-1: 1. The students will be aware of tasks that they are able to accomplish.

2-4: 1. Of the tasks they are able to accomplish, the students will be aware of those they do well.

2. The students will be aware of their personal criteria for successful task accomplishment.

5-6: 1. The students will understand the personal rewards available when a task is done well.

E. The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

K-1: 1. The students will be aware of tasks carried out by themselves.

2. The students will be aware of the purpose of those tasks carried out by themselves and others.

2-4: 1. The students will be aware of tasks carried out by themselves and others.

2. The students will understand the purpose of those tasks carried out by themselves and others.

3. The students will be aware of the major processes in task accomplishment.

5-6: 1. The students will understand the major processes and the steps involved in task accomplishment.

F. The students will be able to recognize certain personal characteristics that are related to job fields.

K-1: 1. The students will be aware of various jobs.

2-4: 1. The students will be aware of various job categories.

2. The students will be aware of various personal characteristics.

3. The students will be aware of how some personal characteristics can relate to job fields.

5-6: 1. The students will understand how some personal characteristics relate to job fields.

2. The students will be aware of the importance of the relationship between personal characteristics and job choice.

G. The students will be able to distinguish between work and leisure time activities.

K-1: 1. The students will be aware of what work means.

2. The students will be aware of what leisure means.

3. The students will be aware of various work activities.

4. The students will be aware of various leisure time activities.

2-4: 1. The students will understand the difference between work and leisure.

2. The students will be aware of various work roles.

3. The students will be aware of various leisure roles.

4. The students will be aware of how their work and leisure time activities have/are/and will change.

5-6: 1. The students will understand the similarities and differences between work and leisure time activities.

H. The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

K-1: 1. The students will be aware of the work roles of people around them.

2. The students will be aware that each work role has a purpose.

3. The students will be aware of the meaning of respect.

2-4: 1. The students will be aware of the purposes of various work roles.

2. The students will understand the effects of quality work.

3. The students will be aware that respect is due others for work that is well done.

5-6: 1. The students will understand the purposes of various work roles.

2. The students will understand that respect is due to others for work that is well done, regardless of the nature of that work.

I. The students will be able to recognize that all people perform some type of work.

K-1: 1. The students will be aware of what work means.

2. The students will be aware of various work activities.

3. The students will be aware that family members work.

2-4: 1. The students will understand what work means.

2. The students will be aware of how they and other students work.

5-6: 1. The students will understand various work roles and activities performed by others.

J. The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

K-1: 1. The students will be aware that change does take place throughout their lives.

2. The students will be aware of what a worker is.

2-4: 1. The students will be aware of what a "work role" means.

2. The students will be aware of what constitutes a career.

3. The students will be aware that a change in work roles can take place during one's career.

5-6: 1. The students will understand various work roles and activities performed by others.

2. The students will be aware that a worker may have multiple roles at the same time.

K. The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

K-1: 1. The students will be aware of various jobs.

2. The students will be aware that some job fields relate to other job fields.

2-4: 1. The students will be aware of various job clusters.

2. The students will understand that some jobs relate to other jobs.

3. The students will be aware of how interests and abilities relate to job clusters.

5-6: 1. The students will understand how interests and abilities relate to job clusters.

2. The students will be aware that interests and abilities can relate to several jobs.

DOMAIN: LIFE CAREER PLANNING

A. The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

K-1: 1. The students will be aware of what attitudes and values are.

2. The students will be aware that attitudes and values exist for everyone.

2-4: 1. The students will understand what attitudes and values are.

2. The students will understand that attitudes and values exist for everyone.

3. The students will be aware of how attitudes and values affect decisions and actions.

5-6: 1. The students will be aware of various life styles.

2. The students will be aware of how attitudes and values affect decisions and life styles.

B. The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

K-1: 1. The students will be aware of what decision-making means.

2. The students will be aware that everyone makes decisions.

2-4: 1. The students will be aware of the decision-making process.

2. The students will be aware of how their lives are influenced by the decisions they make.

5-6: 1. The students will be aware of how their lives have been, are and will be influenced by the decisions they make.

2. The students will be aware of how their lives are influenced by decisions made by others.

C. The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

K-1: 1. The students will be aware of what decision-making means.

2. The students will be aware that everyone makes decisions.

2-4: 1. The students will be aware of the decision-making process.

2. The students will be aware of the relationship between decisions and consequences.

5-6: 1. The students will understand the relationship between alternative decision-making courses and consequences.

2. The students will understand about the choices within decision-making courses and their differing consequences.

D. The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

K-1: 1. The students will be aware of the planning process.

2. The students will be aware of the trial and error approach to a task.

2-4: 1. The students will understand the planning process.

2. The students will understand the trial and error approach to a task.

3. The students will understand the similarities and differences between the planning process and the trial and error process in task accomplishment.

5-6: 1. The students will understand that the planning process is a more effective approach for task accomplishment than trial and error.

E. The students will be able to demonstrate effective study and learning skills.

K-1: 1. The students will be aware of what constitutes effective study and learning skills.

2-4: 1. The students will understand what constitutes effective study and learning skills.

2. The students will understand how their effective study skills apply in a study situation.

5-6: 1. The students will be aware of how their effective study skills combine to form a study system.

2. The students will understand the importance of developing their own effective study system.

F. The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

K-1: 1. The students will be aware of listening skills and how to use them in the classroom.

2. The students will be aware of speaking skills and how to use them in the classroom.

2-4: 1. The students will understand listening skills and how to use them in the classroom.

2. The students will understand speaking skills and how to use them in the classroom.

5-6: 1. The students will understand the applications of listening skills and how to use them in the classroom.

2. The students will understand the applications of speaking skills and how to use them in the classroom.

G. The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

K-1: 1. The students will be aware of various methods of evaluation.

2-4: 1. The students will understand various methods of evaluation.

2. The students will be aware of various methods of improvement in subject areas.

5-6: 1. The students will understand how to apply various methods of evaluation in determining ability, progress. and the effectiveness of methods of improvement in various subject areas.

H. The students will be able to recognize how individual abilities aid in accomplishing different tasks.

K-1: 1. The students will be aware of the abilities of themselves and others.

2-4: 1. The students will be aware of the development of abilities in themselves and others.

2. The students will be aware of how the abilities of themselves and others can contribute to the success of daily routine.

5-6: 1. The students will understand how individual ability differences contribute to the completion of specific tasks.

I. The students will be able to recognize that learning occurs in all types of life situations.

K-1: 1. The students will be aware of what constitutes learning.

2. The students will be aware that learning takes place in their daily lives.

2-4: 1. The students will be aware of the various methods of learning.

2. The students will understand about various situations in their own lives where learning takes place by different methods.

5-6: 1. The students will understand the learning process.

2. The students will be aware of the learning that takes place in the life situations of others.

J. The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

K-1: 1. The students will be aware of their interests and capabilities.

2-4: 1. The students will be aware of factors that influence interests and capabilities.

2. The students will be aware that interests and capabilities can change.

5-6: 1. The students will be aware of how interests and capabilities can be expanded.

2. The students will be aware of the consequences of expanding interests and capabilities.

COMPREHENSIVE CAREER GUIDANCE
COMPETENCY RATING SCALE

Cross-Reference Chart

The following chart presents a cross-reference of the original Georgia goal classification with the goal classification that is used in the Comprehensive Career Guidance Program. Under the Georgia Goal Classification System column below, the numbered goals are those used by the Georgia Statewide Testing Program (Georgia Criterion-Referenced Tests). The lettered goals are those that were added by the Comprehensive Career Guidance Project.

Domain	Goal Classification System	Georgia Goal Classification System
Interpersonal Effectiveness	A	5
	B	A
	C	B
	D	6
	E	D
	F	C
	G	E
	H	2
	I	1
Work and Life Skills	A	F
	B	15
	C	7
	D	14
	E	19
	F	10
	G	13
	H	4
	I	9
	J	12
	K	11
Life Career Planning	A	3
	B	17
	C	18
	D	20
	E	G
	F	H
	G	I
	H	8
	I	16
	J	J

COMPREHENSIVE CAREER GUIDANCE
COMPETENCY RATING SCALE

Overview Chart

Kindergarten - Sixth Grade

Developmental Level	K-1	2-4	5-6
Interpersonal Effectiveness Domain	9 Goals 14 Objectives 76 Competencies	9 Goals 17 Objectives 97 Competencies	9 Goals 18 Objectives 101 Competencies
Work and Life Skills Domain	11 Goals 22 Objectives 55 Competencies	11 Goals 27 Objectives 75 Competencies	11 Goals 17 Objectives 59 Competencies
Life Career Planning Domain	10 Goals 16 Objectives 64 Competencies	10 Goals 22 Objectives 121 Competencies	10 Goals 17 Objectives 116 Competencies
Developmental Level Totals	30 Goals 52 Objectives 205 Competencies	30 Goals 66 Objectives 293 Competencies	30 Goals 52 Objectives 276 Competencies

Total: 30 Goals * 170 Objectives * 774 Competencies

SKILL LEVEL CRITERIA

Developmental Level
Kindergarten Through First Grade

Note: The # sign before any Developmental Objective indicates that there is a complimentary activity in the Guidance Activity section of the Comprehensive Career Guidance materials.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students are able to recognize that their behavior toward others affects others' behavior toward them.

#1. Interpersonal Relationships: The students will be aware of the various interpersonal relationships in their lives.

The students will be able to:

- define interpersonal relationships.
- identify interpersonal relationships with peers.
- identify interpersonal relationships with siblings.
- identify interpersonal relationships with teachers.
- identify interpersonal relationships with parents.
- identify interpersonal relationships with other adults.

2. Responses: The students will be aware of the different types of responses they use in interpersonal relationships.

The students are able to:

- recognize verbal responses.
- identify verbal responses they use in terms of quiet or noisy.
- recognize verbal responses they use as being questions, statements, or exclamations.
- recognize that they use pleasant and unpleasant verbal responses.
- identify the verbal responses they use with peers.
- identify the verbal responses they use with adults.

- recognize nonverbal responses.
  *(i.e. nodding head, clapping, waving, etc.)

- identify nonverbal responses they use in terms of quiet or noisy.

- recognize the nonverbal responses they use.

- recognize that they use pleasant and unpleasant nonverbal responses.

- identify the nonverbal responses they use with peers.

- identify the nonverbal responses they use with adults.

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

#1. Friendship Characteristics: The students will be aware of the skills and characteristics that make up a friendship.

The students are able to:

- define what sharing means.

- recognize that sharing is a characteristic of friendship.

- define ways to solve problems between two people.

- recognize that skill in problem-solving is necessary for friendships.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of various methods of expressing their opinions and beliefs.

#1. Responses: The student will be aware of different types of responses.

The students are able to:

- define what a verbal response is.
- identify verbal responses in terms of statements, questions, or exclamations.
- recognize verbal responses that relate to the topic of discussion.
- define a nonverbal response.
- recognize ways that silence can be used as a response.
- recognize ways that body language can be used as a response.
- recognize that understanding the meaning of nonverbal responses is important.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occurring in a group situation.

1. Group Situations: The students will be aware of various group situations.

The students are able to:

- define the meaning of group.
- identify large groups of which they are members.
- identify small groups of which they are members.
- identify peer groups of which they are members.
- identify mixed (children and adults) groups of which they are members.

#2. Behaviors That Help or Hinder: The students will be aware of those behaviors that help or hinder group cooperation and effectiveness.

The students are able to:

- recognize that listening helps group cooperation and effectiveness.
- recognize that taking turns helps group cooperation and effectiveness.
- recognize that paying attention helps group cooperation and effectiveness.
- recognize that participation helps group cooperation and effectiveness.
- recognize that encouragement helps group cooperation and effectiveness.
  *(encouragement: focusing on assets and strengths to build self-confidence and self esteem.)
- recognize that interrupting hinders group cooperation and effectiveness.
- recognize that not paying attention to others hinders group cooperation and effectiveness.
- recognize that not getting involved hinders group cooperation and effectiveness.
- recognize that discouragement hinders group cooperation and effectiveness.
  * (discouragement: focusing on mistakes and weaknesses to erode self-confidence and self-esteem; discouragement results in negative behavior.)

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

#1. Cooperativeness: The students will be aware of what constitutes cooperativeness.

The students are able to:

- define cooperativeness.
  *(cooperativeness: working together toward a common goal.)
- recognize from examples those situations where cooperativeness is demonstrated.

2. Competitiveness: The students will be aware of what constitutes competitiveness.

The students are able to:

- define competitiveness.
  *(competitiveness: contending with others for profit, prize, or position; a contest.)
- recognize from examples those situations where competitiveness is demonstrated.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and the process of establishing an effective relationship with their families.

1. Roles of Family Members: The students will be aware of the roles of each member of their families.

The students are able to:

- define family.
  *(include each member of a household, whether actually related or not.)
- list various family roles.
  *(i.e. baby, cook, helper, gardener, etc.)
- list the roles of each member in their families.

#2. Family Relationships-Their Own: The students will be aware of their family relationships.

The students are able to:

- describe their relationships with their mothers.
- describe their relationships with their fathers.
- describe their relationships with their brothers and sisters.
- describe their relationships with any other persons living with the family, related or not.
- recognize that relationships differ just as individuals differ.

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

1. Distinguishing Factors: The students will be aware of factors that distinguish self from others.

The students are able to:

- list physical factors that distinguish self from others.
- list emotional factors that distinguish self from others. *(i.e. cheerfulness, temper, shyness, etc.)
- list social and economic factors that distinguish self from others.
- list intellectual factors that distinguish self from others.

#2. Feeling and Causes: The students will be aware of feelings and their causes.

The students are able to:

- know that sadness is a feeling.
- list what causes them to feel sad.
- know that anger is a feeling.

- list what causes them to feel angry.
- know that happiness is a feeling.
- list what causes them to feel happy.
- know that fear is a feeling.
- list what causes them to feel afraid.
- know that being proud is a feeling.
- list what causes them to feel proud.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Affecting Things and Others: The students will be aware that they affect things and others around them.

The students are able to:

- describe how they affect things and others in the classroom.
- describe how they affect things and others in their homes.
- describe how they affect things and others in their neighborhoods.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. People: Alike or Different. The students will be aware of ways that people are alike and/or different from them.

The students are able to:

- define like and different.
- identify some basic personal characteristics *(i.e. eyes, mouth, hair color, height, etc.)
- identify some personal characteristics of others.
- identify ways they are like and different from others.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

#1. The Consumer: The students will be aware of what a consumer is and what he/she does.

The students are able to:

- define consumer.
  *(consumer: a person who buys or uses things.)
- list what a consumer does.
- recognize themselves as consumers.
- recognize family members as consumers.

B. Daily Living: School Relevancy:

The students will be able to identify the relevancy of school subject matter and the school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social experiences at their grade level.

The students are able to:

- list school social experiences they encounter at their grade levels.
- list school academic experiences they encounter at their grade levels.

2. School Relates to Family: The students will be aware of how school academic and social experiences relate to the activities of family members in the home.

The students are able to:

- list their family members.

- identify the activities of their family members.

- identify a home activity they engage in which uses school academic or social experiences.

- identify a home activity an adult engages in which uses a school academic or social experience.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Participation: The students will be aware of activities in which they can participate.

The students are able to:

- list those acitivites in which they can participate.

- identify from examples those things they can do.

D. Task Responsibility/Employability: Value From Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

1. Ability To Accomplish Tasks: The students will be aware of tasks that they are able to accomplish.

The students are able to:

- list those tasks that they are able to accomplish.

- identify from examples those things they can accomplish.

- define reward.

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

1. Tasks: The students will be aware of tasks carried out by themselves.

The students are able to:

- list those tasks that they carry out themselves.
- identify from examples those tasks they can carry out themselves.

#2. Task Purpose: The students will be aware of the purpose of those tasks carried out by themselves and others.

The students are able to:

- recognize the purposes of those tasks they can accomplish.
- recognize from examples the purposes of those tasks others accomplish.

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

#1. Jobs: The students will be aware of various jobs.

The students are able to:

- list several jobs performed in their community.
- recognize that there are product-oriented and service-oriented occupations.
- identify some product-oriented occupations.
  *(product-oriented occupations: jobs in which workers make or repair things.)

- identify some service-oriented occupations.
  *(service-oriented occupations: jobs in which workers do things for us.)

G. Work and Leisure Environment: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Work: The students will be aware of what work means.

The students are able to:

- define work.
- identify examples of work from situations presented to them.

2. Leisure: The students will be aware of what leisure means.

The students are able to:

- define leisure (or free time).
- identify examples of leisure from situations presented to them.

3. Work Activities: The students will be aware of various work activities.

The students are able to:

- list work activities involving themselves.
- list work activities performed by others.

4. Leisure Activities: The students will be aware of various leisure time activities.

The students are able to:

- list leisure activities involving themselves.

- list leisure activities performed by others.

H. Work and Leisure Environment: Respect For Work Done Well

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

1. Work Roles of Those Around Them: The students will be aware of the work roles of people around them.

   The students are able to:

   - identify various people with whom they are involved.
   - define work role.
   - list work roles of people around them.
     *(i.e. teachers, custodian, cook, etc.)

2. Work Roles Purposes: The students will be aware that each work role has a purpose.

   The students are able to:

   - list the purposes of the work roles of the people around them.
   - list the purposes of their work roles as students.

#3. Respect: The students will be aware of the meaning of respect.

The students are able to:

- define respect.
- recognize ways others show respect toward them.
- recognize ways they may show respect toward others.
- recognize situations in which respect is being given.

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

1. **Work:** The students will be aware of what work means.

The students are able to:

- define work.
- identify from situations presented to them examples of work.

#2. **Work Activities:** The students will be aware of various work activities.

The students are able to:

- list various work activities.
- list work activities in which they are involved.

3. **Family Members Work:** The students will be aware that family members work.

The students are able to:

- identify the members of their families.
- identify the work that each family member does.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

#1. **Change:** The students will be aware that change does take place throughout their lives.

The students are able to:

- define change.
- describe the changes that have and are taking place in their lives.

2. Worker: The students will be aware of what a worker is.

The students are able to:

- define worker.
- identify workers from examples given to them.

K. Work and Leisure Environments: Interests and Abilities Relate to Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Jobs: The students will be aware of various jobs.

The students are able to:

- list several jobs performed in their community.

#2. Job Fields Relate: The students will be aware that some job fields relate to other job fields.

The students are able to:

- recognize that there are product-oriented and service-oriented occupations.
- identify some product-oriented occupations.
  *(product-oriented occupations: jobs in which workers make or repair things.)
- identify some service-oriented occupations.
  *(service-oriented occupations: jobs in which workers do things for us.)

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- list some job fields that are related (go together).
*(i.e. doctors-nurses, park ranger-farmer, etc.)

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Attitudes and Values: The students will be aware of what attitudes and values are.

The students are able to:

- define attitude.
  *(attitude: a mood or feeling toward something, usually in positive or negative terms.)

- define value.
  *(value: something that a person values is something that is very important to that person.)

#2. Everyone Has Attitudes and Values: The students will be aware that attitudes and values exist for everyone.

The students are able to:

- identify the attitudes of their classmates on a particular subject.

- identify their own attitudes toward that subject.

- identify the value placed on an object by their classmates.

- identify the values they themselves place on that object.

B. Planning Skills: Decisions Made By Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Decision-Making: The students will be aware of what decision-making means.

The students are able to:

- define decision-making.
- recognize from examples decision-making situations.

#2. Everyone Makes Decisions: The students will be aware that everyone makes decisions.

The students are able to:

- list decisions that they make themselves.
- list decisions that their parents make.
- list decisions that their teachers make.
- list decisions that their classmates make.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

#1. Decision-Making: The students will be aware of what decision-making means.
*(This objective is the same as Goal B, Objective #1.)

The students are able to:

- define decision-making.
- recognize from examples decision-making situations.

2. Everyone Makes Decisions: The students will be aware that everyone makes decisions.
*(This objective is the same as Goal B, Objective #2.)

The students are able to:

- list decisions that they make themselves.

- list decisions that their parents make.
- list decisions that their teachers make.
- list decisions that their classmates make.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to a more effective performance than does chance or the "trial and error" approach to a task.

#1. Planning Process: The students will be aware of the planning process.

The students are able to:

- define the planning process.
- identify from situations presented to them examples of planning.

2. Trial and Error: The students will be aware of the trial and error approach to a task.

The students are able to:

- define what is meant by trial and error.
- identify from situations presented to them examples of the trial and error approach to tasks.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

#1. Study and Learning Skills: The students will be aware of what constitutes effective study and learning skills.

The students are able to:

- define skill.
- recognize that reading and reading comprehension are effective study and learning skills.
- recognize that writing is an effective study and learning skill.
- recognize that listening is an effective study and learning skill.
- recognize that attentiveness is an effective study and learning skill.
- recognize that the ability to question is an effective learning skill.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

#1. Listening Skills: The students will be aware of listening skills and how to use them in the classroom.

The students are able to:

- define listening (as opposed to hearing).
- recognize that attentiveness is a prerequisite for listening.
- identify situations where attentiveness occurs in the classroom.
- recognize that knowing when to listen and when to speak (timing) occurs in the classroom.
- identify situations where knowing when to listen and when to speak (timing) occurs in the classroom.
- recognize that listening for the content of the speaker's message is a helpful skill.

- identify situations where listening for the content of the speaker's message occurs in the classroom.

- recognize that listening to remember is a helpful skill.

- identify situations where listening to remember occurs in the classroom.

2. Speaking Skills: The students will be aware of speaking skills and how to use them in the classroom.

   The students are able to:

   - define speaking in relation to speaking skills.
     *(i.e. to express oneself, verbally relay a message, as opposed to babbling, etc.)

   - recognize that preliminary skills are necessary before actual verbalization.
     *(i.e. raise their hands to get attention, wait until their turn to speak, responding when spoken to, etc.)

   - identify situations in the classroom where these preliminary skills occur.

   - recognize that speaking distinctly is a helpful skill.

   - identify situations in the classroom where speaking distinctly proves helpful.

   - recognize that speaking with an adequate voice level is a helpful skill.
     *(i.e. not too loudly, not too softly.)

   - identifying situations in the classroom where an adequate voice level proves helpful.

   - recognize that responding appropriately is a helpful speaking skill.

   - identify situations where responding appropriately occurs in the classroom.

   - recognize that contributing to the topic at hand is a helpful speaking skill.

   - identify situations where contributing to the topic at hand occurs in the classroom.

G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

#1. **Evaluation:** The students will be aware of various methods of evaluation.

The students are able to:

- define evaluation.
- identify various ways of evaluating.
- recognize that evaluation takes place in their classroom.
- recognize ways that evaluation takes place in their classroom.

H. Self Understanding: Individual Abilities Aid in Task Accomplishment

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

#1. **Abilities:** The students will be aware of the abilities of themselves and others.

The students are able to:

- define ability
  *(ability: the power or skill to do some special thing.)
- identify abilities found in classmates
- identify abilities found in themselves.

I. Self Understanding: Learning In Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. Learning: The students will be aware of what constitutes learning.

The students are able to:

- define learning as being able to do anything they could not do before.
- identify various learning sitautions.

#2. Learning In Their Lives: The students will be aware that learning takes place in their daily lives.

The students are able to:

- list learning situations that occur for them at school.
- list learning situations that occur for them at home.
- list learning situations that occur in the community.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

#1. Interests and Capabilities: The students will be aware of their interests and capabilities.

The students are able to:

- define interests.
- define capabilities.
- identify from examples those situations which involve interests.
- identify from examples those situations which involve capabilities.

SKILL LEVEL CRITERIA

Developmental Level
Second Through Fourth Grades

Note: The # sign before any Developmental Objective indicates that there is a complimentary activity in the Guidance Activity section of the Comprehensive Career Guidance materials.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students will be able to recognize that their behavior toward others affects others' behavior towards them.

#1. Type of Responses: The students will understand the different types of responses they use in interpersonal relationships.

The students are able to:

- recognize that there can be verbal or nonverbal responses.
- define verbal responses.
- provide examples of their quiet verbal responses.
- provide examples of their noisy verbal responses.
- interpret the verbal responses they give as statements, questions, or exclamations.
- compare and contrast the verbal responses they give in terms of pleasantness and unpleasantness.
- provide examples of the kinds of verbal responses they use with peers.
- provide examples of the kinds of verbal responses they use with adults.
- define nonverbal responses in terms of silence, body language, etc.
- provide examples of the types of nonverbal responses they give.
- provide examples of their quiet nonverbal responses.
- provide examples of their noisy nonverbal responses.
- compare and contrast their nonverbal responses in terms of pleasantness and unpleasantness.

- provide examples of the kinds of nonverbal responses they use with peers.

- provide examples of the kinds of nonverbal responses they use with adults.

- recognize that any response is based on the interpretation of what was being communicated.

2. Actions of Others Affect Behavior: The students will be aware how the actions of others affect their behavior.

   The students are able to:

   - list various actions of other classmates.

   - recognize how the actions of others affect their feelings (emotions).

   - recognize how the actions of others affect their decisions.

   - recognize how the actions of others affect their conduct.

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

1. Friendship Characteristics: The students will understand what skills and characteristics make up a friendship.

   The students are able to:

   - recognize that sharing is a characteristic of friendship.

   - give examples of situations where sharing occurs in friendship.

   - recognize that skill in problem-solving is necessary for friendship.

   - give examples of situations where problem-solving occurs in friendship.

- define trust.

- give examples of situations where trust occurs as a characteristic of friendship.

- define genuineness.

- give examples of situations where genuineness occurs in friendship.

- define loyalty.

- give examples of situations where loyalty occurs in friendship.

#2. Making and Keeping Friendships: The students will be aware of the process of making and keeping friendships.

The students are able to:

- recognize that caring about others is a basic key to making and keeping friendships.

- recognize that a desire for friendship is a requirement for making and keeping friendships.

- list ways they can initially act friendly as a means of making new friendships.
  *(i.e. speaking kindly, being genuinely interested; sharing activities, experiences, feelings, etc.)

- recognize that the development of trust and the development of loyalty are ways of keeping friendships.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

1. Opinions, Beliefs, and Facts: The students will be aware of what constitutes an opinion, a belief, and a fact.

The students are able to:

- define opinion.
- recognize from examples which are opinions.
- define belief.
- recognize from examples which are beliefs.
- define fact.
- recognize from examples which are facts.
- identify the relative strength of feelings that is associated with an opinion, a belief, and a fact.

2. People Have Opinions and Beliefs: The students will be aware that all people have opinions and beliefs.

   The students are able to:

   - list the opinions of several people on one topic.
   - list their own opinions on that same topic.
   - list the beliefs of several people on one topic.
   - list their own beliefs on that same topic.

#3. Methods of Expression: The students will be aware of the various methods of expressing opinions and beliefs.

The students are able to:

- list verbal methods of expressing opinions and beliefs.
- list nonverbal methods of expressing opinions and beliefs.
- recognize those methods of expression which encourage others to listen.
- recognize those methods of expression which encourage others to respond.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occuring in a group situation.

#1. **Behaviors That Help or Hinder**: The students will understand those behaviors that help or hinder group cooperation and effectiveness.

The students are able to:

- explain how listening helps group cooperation and effectiveness.
- explain why taking turns helps group cooperation and effectiveness.
- explain how paying attention helps group cooperation and effectiveness.
- give examples of ways that participation helps group cooperation and effectiveness.
- explain why encouragement helps group cooperation and effectiveness.
  *(encouragement: focusing on assets and strengths to build self-confidence and self-esteem.)
- explain why interrupting hinders group cooperation and effectiveness.
- explain how ignoring others hinders group cooperation and effectiveness.
- give examples of situations where not getting involved hinders group cooperation and effectiveness.
- explain how discouragement hinders group cooperation and effectiveness.
  *(discouragement: focusing on mistakes and weaknesses to erode self-confidence and esteem.)

2. **Rights of Self and Others**: The students will be aware that those behaviors which help the group to function include observing the rights of self and others.

The students are able to:

- define the rights of self in a specific group.
- define the rights of others in the same specific group.

- recognize how observing the rights of self and others helps group cooperation and effectiveness.

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

1. Effects of Cooperativeness: The studenss will be aware of the results of cooperativeness.

   The students are able to:

   - define cooperativeness.
     *(cooperativeness: working together toward a common goal.)
   - recognize some helpful results of cooperativeness.
   - recognize some harmful results of cooperativeness.
     * (i.e. a person not learning because others are doing too much for him, etc.)

#2. Effects of Competitiveness: The students will be aware of the results of competitiveness.

   The students are able to:

   - define competitiveness.
     *(competitiveness: contending with others for profit, prize, or position; a contest.)
   - recognize some helpful results of competitiveness.
   - recognize some harmful results of competitiveness.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and process of establishing an effective relationship with their families.

#1. Process of Establishing Effective Family Relationships. The students will be aware of the process of establishing effective family relationship.

The students are able to:

- define an effective family relationship
- identify the belief that all persons are equal in worth and dignity as a part of the process of establishing effective family relationships.
- recognize that respect is a part of the process of establishing effective family relationships.
- recognize that listening is a part of the process of establishing effective family relationships.
- recognize that communication skills are necessary for the process of establishing effective family relationships.
- recognize that cooperation is a part of the process of establishing effective family relationships.
- recognize that regular family meetings can be a helpful part of the process of establishing effective family relationships.
  *(reference: Raising a Responsible Child or the S.T.E.P. Parent's Handbook, both by D. Dinkmeyer, and G. McKay.)

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

#1. Activities: The students will be aware of the activities they perform that make them feel worthwhile.

The students are able to:

- identify those physical activities they perform that make them feel worthwhile.
  *(i.e. during recess, during P.E., etc.)
- identify those activities they perform at school that make them feel worthwhile.
- identify those activities they perform at home that make them feel worthwhile.

- identify those social activities they perform that make them feel worthwhile.

2. Personal Characteristics: The students will be aware of personal characteristics that make them feel worthwhile.

The students are able to:

- identify some physical, emotional, intellectual, and social characteristics.

- list characteristics that they possess.

- recognize which personal characteristics make them feel worthwhile.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Control Over Self: The students will be aware of situations where they have some control over themselves.

The students are able to:

- define control.

- identify situations where they have some control over themselves physically.

- identify situations where they have some control over themselves intellectually.

- identify situations where they have some control over themselves socially.

- identify situations where they have some control over themselves emotionally.

2. Control Over Environment: The students will be aware of situations where they have some control over their environment.

The students are able to:

- define control.
- define environment.
- identify situations where they have some control over their school environment.
- identify situations where they have some control over their home environment.
- identify situations where they have some control over their community environment.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. Behavior Patterns and Abilities in Self and Others: The students will be aware of characteristic behavior patterns and abilities in other individuals and in self.

The students are able to:

- define the term "characteristic behavior patterns" as the ways a person usually acts.
- define a characteristic ability as something a person does often and does well.
  *(i.e. jumping rope, writing stories, drawing pictures, etc.)
- list some characterstic behavior patterns that are found in others.
- list some characteristic abilities that are found in others.
- list some characteristic behavior patterns that are found in self.
- list some characteristic abilities that are found in self.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

#1. Consumer Skills They Use: The students will be aware of the consumer skills that they use in their own daily living.

The students are able to:

- recognize themselves as consumers.
- list the products that they buy.
- recognize that the ability to understand money and to make change are consumer skills they use.
- know that recognition of quality of merchandise in buying is a consumer skill they use.
- recognize that the ability to compare and contrast is a consumer skill they use.
- recognize that the determination of need or priority is a consumer skill they use.
- recognize that the ability to determine the appropriate place of purchase is a consumer skill they use. *(i.e. shoes from a shoe store, food from a grocery store,etc.)

B. Daily Living: School Relevancy

The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social experiences at their grade level.

The students are able to:

- ˙list the school academic experiences they encountered at their grade level.
- ˙list the school social experiences they encounter at their grade level.

#2. School Relates to the Citizen: The students will understand how school academic and social experiences relate to the role of citizen in a community.

The students are able to:

- ˙list the activities of a citizen.
  *(i.e. voting, buying, etc.)
- ˙match school academic experiences to the citizen activities where they are used.
- ˙match school social experiences to the citizen activities where they are used.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Others Need Help: The students will be aware of activities in which others need their help.

The students are able to:

- ˙list activities in which others need their help.
- ˙identify activities they can help others accomplish.

D. Task Responsibility/Employability: Value from Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

1. Tasks They Do Well: Of the tasks they are able to accomplish, the students will be aware of those they do well.

   The students are able to:

   - list those tasks that they are able to accomplish.
   - recognize the tasks that they are able to do well.

#2. Criteria For Successful Task Accomplishment: The students will be aware of their personal criteria for successful task accomplishment.

   The students are able to:

   - define a job well done on a personal level.
   - list their personal criteria used to determine whether or not the job was well done.
     *(i.e. feelings, recognition by others, beauty, etc.)

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

1. Tasks: The students will be aware of tasks carried out by themselves and others.

   The students are able to:

   - list those tasks that they carry out themselves.
   - identify from examples those tasks that they can carry out themselves.
   - list tasks that are carried out by others.
   - identify from examples those tasks that are carried out by others.

2. Task Purpose: The students will understand the purpose of those tasks carried out by themselves and others.

The students are able to:

- explain the purposes of those tasks they carry out themselves *(i.e. tell why they do it, etc.)
- explain the purposes of those tasks carried out by others. *(i.e. tell why the tasks are done, etc.)

#3. Process In Task Accomplishment: The students will be aware of the major processes in task accomplishment.

The students are able to:

- recognize that planning is a factor in the process of task accomplishment.
- recognize that acting or doing is a factor in the process of task accomplishment.
- recognize that evaluating is a factor in the process of task accomplishment.
- recognize that acting or redoing is sometimes a factor in successful task accomplishment.

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

1. Job Categories: The students are aware of various job categories.

The students are able to:

- list the four divisions of the U.S.O.E. Classification System.

describe the four divisions of the U.S.O.E. Classification System in their own language.

U.S.O.E. Classification System

Divisions	Clusters
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation
Business Group	Business and Office Manufacturing Marketing and Distribution Transportation Construction
Science Group	Health Environmental Control Agri-business and Natural Resources Marine Science
Communication Group	Communications and Media Fine Arts and Humanities

2. Personal Characteristics: The students will be aware of various personal characteristics.

   The students are able to:

   - define personal characteristics as ways a person looks, ways a person usually acts, and personal likes and dislikes.

   - list some personal characteristics of another person.
     *(i.e. in terms of ways he/she looks, ways he/she usually acts, and likes and dislikes.)

   - list some personal characteristics of themselves.
     *(i.e. in terms of the way they look, the way they usually act, and likes and dislikes.)

#3. Characteristics Relate to Jobs: The students will be aware of how some personal characteristics can relate to job fields.

   The students are able to:

   - list personal characteristics that might go with a given job in terms of looks, usual actions, and likes and dislikes.
     *(i.e. construction equipment operator: (1) looks - big, strong; (2) usual actions-physically active, likes to be outside; (3) likes and dislikes-prefers working with machines, etc.)

G. Work and Leisure Environments: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Work and Leisure: The students will understand the difference between work and leisure.

   The students are able to:

   - explain what work is.

   - explain the purpose of work.

   - explain what leisure is.

- explain the purpose of leisure.
- contrast the meanings and purposes of work and leisure.

2. __Work Roles__: The students will be aware of various work roles.

   The students are able to:

   - list their various work roles.
   - list some work roles of others.
   - identify from examples those that represent work roles.

3. __Leisure Roles__: The students will be aware of various leisure roles.

   The students are able to:

   - list their various leisure roles.
   - list some leisure roles of others.
   - identify from examples those that represent leisure roles.

4. __Work and Leisure Activities Change__: The students will be aware of how their work and leisure time activities have/are/and will change.

   The students are able to:

   - list their work activities at different age levels.
   - list their leisure activities at different age levels.
   - recognize that change in work and leisure activities has occured.
   - list their possible future work activities.
   - list their possible future leisure activities.
   - recognize that change in work and leisure activities might occur.

H. Work and Leisure Environments: Respect for Work Well Done

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

1. Purposes of Work Roles: The students will be aware of the purposes of various work roles.

   The students are able to:

   - list several work roles.
   - recognize the purposes of some work roles.

2. Effects of Quality Work: The students will understand the effects of quality work.

   The students are able to:

   - define their criteria for determining quality work.
   - give examples of quality work.
   - explain about some of the effects of quality work.

#3. Respect: The students will be aware that respect is due others for work that is well done.

   The students are able to:

   - define respect.
   - recognize situations where people deserve respect.
   - recognize situations where people deserve respect for work well done.

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

#1. Work: The students will understand what work means.

The students are able to:

- explain the meaning of the word work.
- give examples of work situations.

2. How They and Others Work: The students will be aware of how they and other students work.

The students are able to:

- list their work activities.
- list some work activities of other students that differ from theirs.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

1. Work Role: The students will be aware of what "work role" means.

The students are able to:

- define the term work role.
- list their own work roles.
- list some work roles of others.

2. Career: The students will be aware of what constitutes a career.

The students are able to:

- define the word career.
- identify careers from examples presented to them.

#3. Change In Work Roles: The students will be aware that a change in work roles can take place during one's career.

The students are able to:

- list changes that can take place in work roles during a career.
- recognize some situations where work roles have changed during a career.

K. Work and Leisure Environments: Interests and Abilities Relate To Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Job Clusters: The students will be aware of various job clusters.

The students are able to:

- recognize jobs related to the four divisions and fifteen job clusters of the U.S.O.E. Classification System. *(See the U.S.O.E. Classification System Chart under Goal F, Objective 1.)

2. Jobs Relate to Other Jobs: The students will understand that some jobs relate to other jobs.

The students are able to:

- name several jobs that are in the same cluster.
- explain why and how these jobs are related.

#3. Interests and Abilities Relate to Jobs: The students will be aware of how interests and abilities relate to job clusters.

The students are able to:

- list some interests and abilities of people who hold jobs in various clusters.

- identify some interests and abilities of people who hold jobs within the same cluster.

- recognize that interests and abilities are related to job clusters.

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Attitudes and Values: The students will understand what attitudes and values are.

   The students are able to:

   - define attitude.
     *(attitude: way of thinking, acting, or feeling.)
   - define values.
     *(something that is valued can be an idea or thing that is considered to have worth, excellence, and importance.)
   - provide some examples of attitudes.
   - provide some examples of values.
   - compare and contrast the concepts of attitudes and values.

2. Everyone Has Attitudes and Values: The students will understand that attitudes and values exist for everyone.

   The students are able to:

   - compare the attitudes of several people on the same topic.
   - compare their own attitudes on that same topic.
   - compare the values of several people on the same topic.
   - compare their own values on that same topic.

# 3. Attitudes and Values Affect Decisions and Actions: The students will be aware of how attitudes and values affect decisions and actions.

The students are able to:

- recognize the relationship between decisions and actions.
- recognize that attitudes affect decisions.
- identify decisions that were influenced by attitudes.
- recognize that attitudes affect actions.
- identify some actions that were influenced by attitudes.
- recognize that values affect decisions.
- identify some decisions that were influenced by values.
- recognize that values affect actions.
- identify some actions that were influenced by values.

B. Planning Skills: Decisions Made by Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Decision-Making Process: The students will be aware of the decision-making process.

The students are able to:

- define the decision-making process as a series of sequential steps leading to a decision.
- recognize "identification of the problem or goal" as a part of the decision-making process.
- recognize "information-gathering" as a part of the decision-making process.
- recognize "determination of values and opinions (likes and dislikes) that relate to the problem or goal" as a part of the decision-making process.
- recognize "generating and reviewing alternatives" as a part of the decision-making process.

- recognize "reviewing possible consequences" as a part of the decision-making process.

- recognize "choice of an alternative (making the decision)" as a part of the decision-making process.

# 2. Decisions in Their Lives: The students will be aware of how their lives are influenced by the decisions they make.

The students are able to:

- identify a personal decision.

- examine the short range effects of that personal decision.

- examine the long range effects of that personal decision.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

# 1. Decision-Making Process: The students will be aware of the decision-making process.
*(This objective is the same as Goal B, Objective #1.)

The students are able to:

- define the decision-making process as a series of sequential steps leading to a decision.

- recognize "identification of the problem or goal" as a part of the decision-making process.

- recognize "information-gathering" as a part of the decision-making process.

- recognize "generating and reviewing alternatives" as a part of the decision-making process.

- recognize "reviewing possible consequences" as a part of the decision-making process.

- recognize "choice of an alternative (making the decision)" as a part of the decision-making process.

2. Decisions and Consequences: The students will be aware of the relationship between decisions and consequences.

   The students are able to:

   - define decisions.
   - define consequences.
   - identify a specific decision they have made.
   - examine the consequences of that decision.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

1. Planning Process: The students will understand the planning process.

   The students are able to:

   - define the planning process.
   - give general examples of the planning process.
   - give a personal example of the planning process.

2. Trial and Error: The students will understand the trial and error approach to a task.

   The students are able to:

   - define what is meant by trial and error.
   - give general examples of the trial and error approach to a task.

- give a personal example of the use of trial and error in task accomplishment.

#3. Planning Process and Trial and Error Process: The students will understand similarities and differences between the planning process and the trial and error process in task accomplishment.

The students are able to:

- explain the planning process.
- explain the trial and error process.
- compare and contrast the planning process and the trial and error process.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study and Learning Skills: The students will understand what constitutes effective study and learning skills.

The students are able to:

- define skill as it relates to study and learning skills.
- explain why reading and reading comprehension are effective study and learning skills.
- explain why writing is an effective study and learning skill.
- explain why attentiveness is an effective study and learning skill.
- explain why the ability to question is an effective study and learning skill.

#2. How Skills Apply to Situations: The students will understand how their effective study skills apply in a study situation.

The students are able to:

- define a study situation.
- identify their effective study skills.
- identify their own study situation.
- give examples of how their effective skills apply in that study situation.

F. **Educational Environment: Using Listening and Speaking Skills**

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

#1. **Listening Skills:** The students will understand listening skills and how to use them in the classroom.

The students are able to:

- define the concept of listening.
- recognize that attentiveness is a prerequisite for listening.
- illustrate the use of attentiveness for listening in the classroom.
- recognize that knowing when to listen and when to speak (timing) is a listening skill.
- illustrate the use of knowing when to listen and when to speak (timing) in the classroom.
- recognize that listening for the content of the speaker's message is a helpful skill.
- illustrate the use of listening for the content of the speaker's message in the classroom.
- recognize that listening to remember is a helpful skill.
- illustrate the use of listening to remember in the classroom.
- recognize that listening for the speaker's feelings is a helpful skill.
- illustrate the use of listening for feelings as it occurs in the classroom.

2. Speaking Skills: The students will understand speaking skills and how to use them in the classroom.

The students are able to:

- define what speaking means, as related to speaking skills.
- recognize the preliminary skills necessary before actual verbalization can occur.
  *(i.e. raising their hands to get attention, waiting until their turn to speak, responding when spoken to, etc.)
- illustrate the use of the preliminary skills necessary before actual verbalization in the classroom can occur.
- recognize that speaking distinctly is a helpful skill.
- illustrate the use of distinct speech in the classroom.
- recognize that speaking with an adequate voice level (not too loudly or too softly) is a helpful skill.
- illustrate the use of speaking with an adequate voice level in the classroom.
- recognize that responding appropriately is a helpful speaking skill.
- illustrate the use of appropriate responses in the classroom.
- recognize that contributing to the topic at hand is a helpful speaking skill.
- illustrate the use of contributions to the topic at hand in the classroom.
- recognize that responding about feelings is a helpful speaking skill.
- illustrate the use of feeling responses in the classroom.

G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

1. Methods of Evaluation: The students will understand various methods of evaluation.

   The students are able to:

   - define evaluation
   - identify various methods of evaluation.
   - explain about these methods of evaluation.
   - give examples of the application of these various methods of evaluation.

# 2. Methods of Improvement: The students will be aware of various methods of improvement in subject areas.

   The students are able to:

   - define the concept of method of improvement.
   - identify how a person can improve in a particular subject area.

H. Self Understanding: Individual Abilities Aid in Task Accomplishment

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

1. Development of Abilities: The students will be aware of the development of abilities in themselves and others.

   The students are able to:

   - define ability.
     *(ability: the power or skill to do some special thing.)
   - identify some of their past abilities.
     *(i.e. abilities at different age levels: 0-2, 2-4, 4-6, . . . years of age.)
   - identify some of their present abilities.
   - identify some past abilities of others.

- identify some present abilities of others.

- recognize that abilities develop with both time and effort.

#2. Abilities Contribute to Successful Daily Routine: The students will be aware of how the abilities of themselves and others can contribute to the success of daily routine.

The students are able to:

- define successful daily routine.

- identify how their own abilities contribute to a successful daily routine.

- identify how the abilities of others contribute to a successful daily routine.

I. Self Understanding: Learning in Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. Methods of Learning: The students will be aware of the various methods of learning.

The students are able to:

- recognize that experience (doing) is a method of learning.

- recognize that modeling is a method of learning.
  *(modeling: learning by patterning after someone else.)

- recognize that exposure is a method of learning.
  *(i.e. exposure through reading, listening to lectures, etc.; also exposure comes in varying degrees.)

#2. Learning Methods in Their Lives: The students will understand various situations in their own lives where learning takes place by different methods.

The students are able to:

- give examples of situations where they have learned by experience.

- describe what they learned by experience.

- give examples of situations where they have learned by modeling.

- describe what they learned because of the modeling process.

- give examples of situations where they learned through exposure (reading, listening to lectures, etc.).

- describe what they learned because of the exposure method.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

1. Factors That Influence Interests and Capabilities: The students will be aware of factors that influence interests and capabilities.

   The students are able to:

   - define interests.

   - define capabilities.

   - recognize that parents influence interests and capabilities.

   - recognize that teachers influence interests and capabilities.

   - recognize that peers influence interests and capabilities.

   - recognize that sibling influence interests and capabilities.
     *(see Systematic Training for Effective Parenting, Parent's Handbook, Family Constellation, p. 23-24 by Dinkmeyer and McKay.)

   - recognize that circumstances influence interests and capabilities.

   - recognize that other significant adults influence interest and capabilities.

   - recognize that capabilities are 1) inherent and 2) affected by the environment.

- recognize that interests are totally affected by the environment.

#2. Interests and Capabilities Change: The students will be aware that interests and capabilities can change.

The students are able to:

- identify interests they have had in the past.
- identify capabilities they have had in the past.
- identify interests they have now.
- identify capabilities they have now.
- identify interests they might have in the future.
- identify capabilities they might have in the future.
- Recognize that interests and capabilities change or expand with time and need.

SKILL LEVEL CRITERIA

Developmental Level
Fifth Through Sixth Grades

Note: The # sign before any Developmental Objective indicates that there is a complimentary activity in the Guidance Activity section of the Comprehensive Career Guidance materials.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students will be able to recognize that their behavior toward others affects other's behavior toward them.

1. Actions Affect Behavior: The students will be aware of how their actions affect the behavior of others.

   The students are able to:

   - recognize how their actions affect the emotions of others.
   - recognize how their actions affect the decisions of others.
   - recognize how their actions affect the conduct of others.
   - recognize that the effectiveness of an action is determined by the type of response they receive from others.

#2. Relationship Between Actions and Responses: The students will be aware of the relationship between actions and responses.

   The students are able to:

   - define action.
   - define response.
   - recognize the following relationship between action and response: an action occurs, the person "thinks" and "feels" about that action, then the person gives his response. The logic of a person's response is dependent upon the logic of his thinking and feeling about the action. *(See A Guide to Rational Living by Ellis and Harper.)

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

#1. **Making and Keeping Friendships:** The students will understand the process of making and keeping friendships.

The students are able to:

- explain why making and keeping friends is a basic human need.
- explain why caring about others is a basic key to making and keeping friendships.
- explain why desire for friendship is a requirement for making and keeping friendships.
- provide examples of ways they can initially act friendly as a means of making new friendships.
  *(i.e., speaking kindly, being genuinely interested; sharing activities, experiences, feeling, etc.)
- explain why the development of trust is important in keeping friendships.
- explain why the development of loyalty is important in keeping friendships.
- provide examples of how the above factors can apply in friendships.
- provide examples of how the above factors relate to group friendship skills.
  *(i.e., as relating to cliques, etc.)
- explain how cliques can affect friendships.

2. **Effectiveness of Their Own Friendship Skills:** The students will evaluate the effectiveness of their own friendship skills.

The students are able to:

- list the friendship skills of an ideal person.
- list their own friendship skills.
- evaluate their own friendship skills as effective or ineffective.

- describe methods of change for those friendship skills they have judged as ineffective.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

#1. Methods of Expression: The students will understand the various methods of expressing opinions and beliefs.

The students are able to:

- provide examples of verbal methods of expressing opinions and beliefs.
- provide examples of nonverbal methods of expressing opinions and beliefs.
- illustrate those methods of expression which encourage others to listen.
- illustrate those methods of expression which encourage others to respond.
- compare and contrast methods of expression which encourage others to listen and to respond.
- provide examples of methods of expression which are used in group situations.
- provide examples of methods of expression which are used in one-to-one situations.
- compare and contrast the methods of group expression and one-to-one expression.

2. Their Own Methods of Expression: The students will evaluate their own methods of expressing opinions and beliefs.

The students are able to:

- describe their own verbal methods of expressing opinions and beliefs.

- describe their own nonverbal methods of expressing opinions and beliefs.

- describe their own methods of expression which encourage others to listen.

- describe their own methods of expression which encourage others to respond.

- describe their own methods of expression that they use in group situations.

- describe their own methods of expression that they use in one-to-one situations.

- evaluate their methods of expressing opinions and beliefs as effective or ineffective.

- describe methods of change for those methods of expression they judged to be ineffective.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occurring in a group situation.

1. Relationship Between Rights of Self and Rights of Others: The students will understand the relationship between the rights of self and the rights of others in group situations.

   The students are able to:

   - compare and contrast the give-and-take relationship between the rights of self and the rights of others.

2. Characteristic Behavior Patterns: The students will be aware of the characteristic behavior patterns (roles) that develop as a part of group interaction.

The students are able to:

- define group interaction.
- recognize that the role of leader is a characteristic behavior pattern which develops as a part of group interaction.
- recognize that the role of listener is a characteristic behavior pattern which develops as a part of group interaction.
- define the role of gatekeeper in group interaction.
- recognize that the role of gatekeeper is a characteristic behavior pattern which develops as a part of group interaction.
- define the role of advocate in group interaction.
- recognize that the role of advocate is a characteristic behavior pattern which develops as a part of group interaction.

3. Behavior in Group Interactions: The students will be aware of their own behaviors in group interactions.

The students are able to:

- define socially acceptable behavior in group interactions.
- list their own socially acceptable behaviors in group interactions.
- list their own socially unacceptable behaviors in group interactions.

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

1. Effects of Cooperativeness: The students will understand the effects of their cooperativeness with both peers and adults.

The students are able to:

- define cooperativeness.
  *(cooperativeness: working together toward a common goal.)
- provide examples of their cooperativeness with peers.
- provide examples of their cooperativeness with adults.
- explain about some of the helpful effects of their cooperativeness with both peers and adults.
- explain about some of the harmful effects of their cooperativeness with both peers and adults.

2. Effects of Competitiveness: The students will be aware of the effects of their competitiveness with both peers and adults.

The students are able to:

- define competitiveness.
  *(competitiveness: contending with others for profit, prize, or position; a contest.)
- provide examples of their competitiveness with peers.
- provide examples of their competitiveness with adults.
- explain about some of the helpful effects of their competitiveness with both peers and adults.
- explain about some of the harmful effects of their competitiveness with both peers and adults.

3. Differences and Similarities Between Competitiveness and Cooperativeness: The students will be aware of the differences and similarities between competitiveness and cooperativeness.

The students are able to:

- recognize that competitiveness and cooperativeness are both ways of getting things accomplished.

- recognize that both competitiveness and cooperativeness can be helpful.

- recognize that both competitiveness and cooperativeness can be harmful.

- recognize that the emphasis of competitiveness is different from the emphasis of cooperativeness.
  *(i.e., competitiveness tends to draw people apart, while cooperativeness tends to bring people closer together.)

- recognize that competitiveness generally involves "winners and losers", while cooperativeness does not use that type of terminology.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and process of establishing an effective relationship with their families.

#1. Process of Establishing Effective Family Relationships: The students will understand the process of establishing effective family relationships.

Using a hypothetical family situation, the students are able to:

- define effective family relationship.

- provide examples which show that the belief that all persons are equal in worth and dignity is a part of the process of establishing effective family relationships.

- provide examples which show that respect is a part of the process of establishing effective family relationships.

- provide examples which show that listening is a part of the process of establishing effective family relationships.

- provide examples which show why communication skills are necessary for the process of establishing effective family relationships.

- provide examples which show that cooperation is a part of the process of establishing effective family relationships.

- provide examples which show ways of handling disagreement or conflict as a part of the process of establishing effective family relationships.

- explain what comprises a family meeting.
  *(i.e., reference: Raising a Responsible Child or the S.T.E.P. Parent's Handbook, both by D. Dinkmeyer and G. McKay.)

- provide examples which show that regular family meetings can be a helpful part of the process of establishing effective family relationships.

2. Results of Effective Family Relationships: The students will be aware of the results that come from having effective family relationships.

From a hypothetical family situation, the students are able to:

- recognize the resulting feelings when the belief that all persons are equal in worth and dignity is a part of the family relationship.

- recognize the resulting feelings when respect is a part of the family relationship.

- recognize the resulting feelings when listening is a part of the family relationship.

- recognize the resulting feelings when communication skills are a part of the family relationship.

- recognize the resulting feelings when cooperation is a part of the family relationship.

- recognize the resulting feelings and the effects when regular family meetings (as proposed by Dinkmeyer and McKay) are a part of the family relationship.

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

1. Worthwhileness in Relation to Others: The students will be aware of methods of attaining feelings of worthwhileness in relation to other people.

   The students are able to:

   - recognize that when feelings of worthwhileness first begin to develop in an individual they do so in comparison to other people.
   - recognize that as feelings of worthwhileness mature the emphasis shifts from comparison with others to self actualization.
   - recognize that self awareness (physically, emotionally, intellectually, and socially) is a method of attaining feelings of worthwhileness.
   - recognize that meeting new challenges is a method of attaining feelings of worthwhileness.
   - recognize that being flexible in meeting the needs and demands of themselves and others is a method of attaining feelings of worthwhileness.
   - recognize that understanding the meaning and the effects of behavior (of themselves and others) is a method of attaining feelings of worthwhileness.
   - recognize that sensitivity to others is a method of attaining feelings of worthwhileness.
   - recognize that tolerance (understanding and accepting individual differences) is a method of attaining feelings of worthwhileness.

#2. Feelings of Worthwhileness: The students will understand their own feelings of worthwhileness.

   The students are able to:

   - describe general feelings of worthwhileness.

- provide examples of ways to attain and maintain these feelings of worthwhileness.

- describe their own feelings of worthwhileness.

- provide examples of ways they have attained and maintained these feelings of worthwhileness.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Factors of Controlling Self and Environment: The students will be aware of factors involved in the process of controlling themselves and their environment.

The students are able to:

- recognize the following relationship: when an action occurs, the student "thinks" and "feels" about that action, then the student gives his response. The logic of a person's response is dependent upon the logic of his thinking and feelings about the initial action. If the student wishes to change his type of response to an action, then he will have to change his belief (thinking and feelings) about that action. *(See A Guide to Rational Living by Ellis and Harper.)

- recognize that controlling their attitudes and thinking process is a major factor involved in having some control over themselves.

- recognize that controlling their attitudes and thinking process is a major factor in having some control over their environment.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. Changes in Behaviors and Abilities: The students will understand the changes that occur in characteristic behaviors and abilities of self and/or others over time.

The students are able to:

- define the term "characteristic behavior patterns" as the ways a person usually acts.
- list characteristic behavior patterns of others at several stages, such as birth, age two, etc.
- list present characteristic behavior patterns of others.
- compare and contrast past and present behavior patterns of others.
- explain changes in physical and intellectual development in terms of time, needs, and interests.
- list their own characteristic behavior patterns at several stages, such as birth, age two, etc.
- list their own present characteristic behavior patterns.
- compare their own past and present behavior patterns.
- explain the changes in their own physical and intellectual development in terms of time, needs, and interests.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

#1. Consumer Skills Used and Needed by Different Groups: The students will understand the various consumer skills that are used and needed by different consumer groups.

The students are able to:

- identify several groups of consumers.
  *(i.e., children, adults, women, grandparents, teenagers, boys, etc.)
- identify consumer skills needed by each group such as distinguishing between necessities and non-necessities, and recognizing the influences of advertising.
- explain the difference between the skills needed by different groups.
- identify consumer aids such as guarantees, warantees, and consumer resources (literature, organizations, laws, etc.)

B. Daily Living: School Relevancy

The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social areas at their grade level.

The students are able to:

- list the school academic experiences they encounter at their grade level.

- list the school social experiences they encounter at their grade level.

#2. School Relates to the Worker: The students will understand how school academic and social areas relate to the role of worker on the job.

The students are able to:

- identify a worker role.
- list various activities of the worker on the job.
- relate school academic areas to worker activities.
- relate school social areas to worker activities.

3. School Relates to the Leisure Participant: The students will understand how school academic and social areas relate to the leisure participant.

The students are able to:

- identify a leisure participant role.
  *(i.e., golfer, diver, hunter, etc.)
- list various activities of the leisure participant.
- relate school academic areas to the activities of the leisure participant.
- relate school social areas to the activities of the leisure participant.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Situations Where People Are Dependent: The students will understand situations where people are dependent upon each other to accomplish a task.

The students are able to:

- give examples of situations where they work with others to accomplish a task.
- give examples of situations where others depend on them to accomplish a task.
- give examples of situations where they depend on others to accomplish a task.
- give examples of situations where people work together.
- give examples of situations where people are dependent on each other.

D. Task Responsibility/Employability: Value from Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

#1. Personal Rewards: The students will understand the personal rewards available when a task is done well.

The students are able to:

- explain why and how external criteria (someone else's standards) determine if a task is well done.
- provide examples of extrinsic rewards available for those who do a task well.
- recognize that most extrinsic rewards are dependent upon external criteria for task accomplishment.
- explain why and how internal criteria (personal standards) determine if a task is well done.
- provide examples of intrinsic rewards available for those who do a task well.

- recognize that most intrinsic rewards are dependent upon one's internal criteria for task accomplishment.

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

#1. Processes and Steps of Task Accomplishment: The students will understand the major processes and the steps involved in task accomplishment.

The students are able to:

- give their own examples of the processes and steps involved in task accomplishment:
    1. specify a task
    2. explain the steps involved in planning for that task.
    3. explain about the "doing" portion of the task.
    4. explain about the steps involved in evaluating their task accomplishment.
    5. explain about the steps involved in "redoing" the task if necessary

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

#1. Characteristics Relate to Jobs: The students will understand how some personal characteristics relate to job fields.

The students are able to:

- identify job fields and clusters.

- identify personal characteristics in terms of behavior and likes/dislikes.

- explain why certain personal characteristics might go with one cluster and not another.
  *(i.e., The characteristic liking to be with people goes with Personal Service and not with Construction.)

2. Characteristics and Job Choices: The students will be aware of the importance of the relationship between personal characteristics and job choice.

   When given a situation, such as a story or interview, the students are able to:

   - recognize the consequences of personal characteristics not matching job choice.

   - recognize the consequences of personal characteristics matching job choice.

G. Work and Leisure Environments: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Similarities and Differences: The students will understand the similarities and differences between work and leisure time activities.

The students are able to:

- define work activities.

- define leisure activities.

- give examples of work activities.

- give examples of leisure activities.

H. Work and Leisure Environments: Respect for Work Well Done

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

#1. Purpose Of Work Roles: The students will understand the purposes of various work roles.

The students are able to:

- list various work roles.
- give examples of the purpose of various work roles.

2. Respect for Any Work Done Well: The students will understand that respect is due to others for work that is well done, regardless of the nature of that work.

The students are able to:

- list work roles that are appealing to them.
- list work roles that are not appealing to them.
- give examples of appealing work that is done well.
- give examples of unappealing work that is done well.
- explain why respect is due for work well done - appealing or not.
- recognize reasons why respect is sometimes not given for work well done.
  *(i.e., low social status, unappealing, purpose seen as insignificant, etc.)

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

#1. Work Roles and Activities: The students will understand various work roles and activities performed by others.

The students are able to:

- identify the work roles and the activities of some adults.
- identify non-work roles and activities.
  *(i.e., citizen, leisure participant, family member)
- give examples of work roles and activities performed by others.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

1. Work Roles and Activities: The students will understand various work roles and activities performed by others.
*(This is identical to Goal I - Objective #1.)

The students are able to:

- identify the work roles and the activities of some adults.
- identify non-work roles and activities.
  *(i.e., citizen, leisure participant, family member)
- give examples of the work roles and the activities performed by others.

#2. Multiple Roles: The students will be aware that a worker may have multiple roles at the same time.

The students are able to:

- list workers and their activities.
- list the different work roles of a particular worker.
- list different roles, other than work roles, of that same worker.
- recognize that a worker can have multiple roles at the same time.

K. Work and Leisure Environments: Interests and Abilities Relate To Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Interests And Abilities Relate To Clusters: The students will understand how interests and abilities relate to job clusters.

The students are able to:

- describe the U.S.O.E. Classification System.

U.S.O.E. Classification System

Divisions	Clusters
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation
Business Group	Business and Office Manufacturing Marketing and Distribution Transportation Construction
Science Group	Health Environmental Control Agri-business and Natural Resources Marine Science
Communication Group	Communications and Media Fine Arts and Humanities

- list the interests of people who hold jobs in various clusters.

- list the abilities of people who hold jobs in various clusters.

- explain why people with certain interests and/or abilities might choose a job in a particular cluster.

#2. Interests and Abilities Relate to Several Jobs: The students will be aware that interests and abilities can relate to several jobs.

The students are able to:

- when given an example of an interest, list those jobs that might satisfy that interest.

- when given an example of an ability, list those jobs that might use that ability.

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Life Styles: The students will be aware of various life styles.

The students are able to:

- define life style.
- list various life styles.
- identify life styles from example situations.

#2. Attitudes and Values Affect Decisions and Life Styles: The students will be aware of how attitudes and values affect decisions and life styles.

The students are able to:

- recognize the relationship between decisions and life styles.
- define attitude.
  *(attitude: way of thinking, acting or feeling.)
- recognize that attitudes affect decisions.
- define values.
  *(values are based on three processes: choosing freely from alternatives after consideration of the consequences, prizing or being happy with the choice and being willing to affirm that choice publicly, and acting or doing something with that choice.)
- recognize that values affect decisions.
- recognize that attitudes affect life styles.
- recognize that values affect life styles.

- identify decisions that are influenced by attitudes.
- identify decisions that are influenced by values.
- identify life styles that are influenced by attitudes.
- identify life styles that are influenced by values.

B. Planning Skills: Decisions Made by Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Students Lives' Are Influenced by Their Decisions: The students will be aware of how their lives have been, are, and will be influenced by the decisions they make.

   The students are able to:

   - identify a major personal decision they made in the past.
   - examine the short range and long range effects of that decision.
   - identify a major personal decision they are in the process of making.
   - examine the possible short range and long range effects of that decision.
   - identify a major personal decision that might be made in the future.
   - speculate and examine the possible short range and long range effects of that decision.

2. Students' Lives Are Influenced by Others' Decisions: The students will be aware of how their lives are influenced by decisions made by others.

   The students are able to:

- identify decisions made by parents that influence their lives.
- describe how these decisions made by parents influence their lives.
- identify decisions made by teachers that influence their lives.
- describe how those decisions made by teachers influence their lives.
- identify decisions made by the peer-group that influence their lives.
- describe how those decisions made by the peer-group influence their lives.
- identify decisions made by government that influence their lives.
- describe how those decisions made by government influence their lives.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

#1. Alternative Decision-Making Courses And Consequences: The students will understand the relationship between alternative decision-making courses and consequences.

The students are able to:

- define the word alternative in terms of decision-making.
- define consequences.
- provide an example of a decision made concerning a specific problem.
- identify alternative decisions that could be made for the same problem.

- consider the consequences of each alternative decision that could be made for the same problem.
- explain about the relationship that exists between alternative decision-making courses and consequences.

2. Choices Within Decision-Making Courses: The students will understand about the choices within decision-making courses and their differing consequences.

The students are able to:

- identify a decision-making course.
  *(i.e., a series of decisions relating to the same area such as career choice, choice of musical instrument to study, choice of friendship group, etc.)
- list the decisions made in that decision-making course.
- identify alternative decisions to those decisions that were listed.
- examine the differing consequences of those alternative decisions.
- define choice.
- give an example of a choice and explain what makes it a choice.
- explain about a personal decision-making course, the choices within that course, and varying consequences of the choices.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

#1. Planning Is More Effective Than Trial and Error: The students will understand that the planning process is a more effective approach for task accomplishment than trial and error.

The students are able to:

- define effectiveness in terms of efficiency, time resources, money resources, completed product or outcome, and quality of product or outcome.
- compare and contrast the effectiveness of the planning process with the effectiveness of trial and error.
- explain why the planning approach is more effective than the trial and error approach to a task.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study Systems: The students will be aware of how their study skills combine to form a study system.

The students are able to:

- define study system.
- identify the factors that are involved in a study system. *(i.e., SQR^3= surveying + questioning + reading + writing + reciting)
- identify the skills needed in a study system.
- identify their own effective skills.
- recognize how their own effective skills incorporate into a personal study system.

#2. Importance of an Effective Study System: The students will understand the importance of developing their own effective study system.

The students are able to:

- define an effective study system.

- recognize the consequences of a consistent and effective study system.

- recognize the consequences of having no consistent, effective study system.

- examine their own study system.

- compare their own study system to their definition of an effective study system.

- identify those skills, if any, which need to be changed to make their system more effective.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

1. Applications of Listening Skills: The students will understand the applications of listening skills and how to use them in the classroom.

   The students are able to:

   - provide examples of the use of attentiveness as a listening skill.

   - use attentiveness as a listening skill in the classroom.

   - provide examples of timing (knowing when to listen and when to speak) as a listening skill.

   - use timing (knowing when to listen and when to speak) in the classroom.

   - provide examples where listening for the content of the speaker's message proves to be a helpful skill.

   - use listening for the content of the speaker's message in the classroom.

   - provide examples where listening to remember proves to be a helpful skill.

- use listening to remember in the classroom.

- provide examples where listening for the speaker's feeling and hidden messages proves to be a helpful skill.

- use listening for feeling and hidden messages in the classroom.

- define a feeling response.
  *(reference: Dr. Robert Carkhoff: Helping And Human Relations, Volume 1 and 2.)

- recognize from examples various feeling responses.

- use feeling responses in the classroom.

- define and recognize I-messages.
  *(reference: Dr. Thomas Gordon: P.E.T.)

- use I-messages in the classroom.

#2. Application of Speaking Skills: The students will understand the applications of speaking skills and how to use them in the classroom.

The students are able to:

- recognize that different speaking skills are needed for one-to-one situations and for group situations.

- explain how preliminary skills that are necessary before actual verbalization apply in a one-to-one situation.
  *(i.e., getting attention, taking turns to speak, responding when spoken to, etc.)

- explain how preliminary skills that are necessary before actual verbalization apply in group situations.

- explain how speaking distinctly applies in a one-to-one situation.

- explain how speaking distinctly applies in group situations.

- explain how speaking with an adequate voice level applies in a one-to-one situation.

- explain how speaking with an adequate voice level applies in group situations.

- explain how responding appropriately applies in a one-to-one situation.

- explain how responding appropriately applies in group situations.

- explain how contributing to the topic at hand applies in a one-to-one situation.

- explain how contributing to the topic at hand applies in group situations.

- explain how responding about feeling applies in a one-to-one situation.

- illustrate the various methods of responding about feelings in a one-to-one situation.
  *(i.e., feeling responses see Carkhoff; I-messages see Gordon)

G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

#1. Applying Methods of Evaluation: The students will understand how to apply various methods of evaluation in determining ability, progress, and the effectiveness of methods of improvement in various subject areas.

The students are able to:

- select a subject area topic.

- pretest (evaluate) themselves to understand their initial ability or level of knowledge.

- preform the assignment(s).

- test (evaluate) their progress concerning the subject area topic.

- perform (or redo) the assignments.
- test (evaluate) their total progress at the end.
- determine if a method of improvement is needed.
- construct and follow through with the method of improvement.
- test (evaluate) for further progress to determine whether or not the method of improvement was effective.

H. Self Understanding: Individual Abilities Aid in Task Accomplishments

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

#1. Ability Differences Contribute To Task Completion: The students will understand how individual ability differences contribute to the completion of specific tasks.

The students are able to:

- define ability
  *(ability: the power or skill to do some special thing.)
- describe how individual abilities differ.
- give examples of a specific task in a project.
- recognize which abilities contribute best to the completion of specific tasks and to the project as a whole.

I. Self Understanding: Learning in Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. The Learning Process: The students will understand the learning process.

The students are able to:

- recognize that initial exposure (through experience, reading, listening, modeling, etc.) is part of the learning process.
- provide examples where initial exposure has been part of their learning process.
- recognize that repetition of exposure is part of the learning process.
- provide examples where repetition of exposure has been part of their learning process.
- recognize that responding is a part of the learning process.
- provides examples where responding has been part of their learning process.
- recognize that reinforcement (internal or external) is part of the learning process.
- provide examples where reinforcement has been part of their learning process.

#2. Learning In Others' Lives: The students will be aware of the learning that takes place in the life situations of others.

The students are able to:

- examine various life situations of others.
- identify where and what learning took place in those life situations of others.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

#1. Expanding Interests and Capabilities: The students will be aware of how interests and capabilities can be expanded.

The students are able to:

- define interest.
- recognize that interests can be expanded through experience.
- recognize that interest can be expanded through exposure.
- define capability.
- recognize that capabilities can be expanded through exposure.
- recognize that capabilities can be expanded through practice.

2. Consequences of Expanding Interests and Capabilities: The students will be aware of the consequences of expanding interests and capabilities.

The students are able to:

- identify an expanded interest in their lives.
- examine the consequences (both internal and external) of that expanded interest.
- identify an expanded capability in their lives.
- examine the consequences (both internal and external) of that expanded capability.

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